



EVALUATOR'S POCKET GUIDE 2023-24

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LEVEL 1 EVALUATOR'S DAILY OUTLINE

DAY 1 At the end of Day 1, candidates should be familiar with the following: <ul style="list-style-type: none"> - Level 1 Riding Standard, including 4 mandatory maneuvers - The <i>Core Competencies</i> - An introduction to the QuickRide System - Structure and presentation of a beginner <i>QuickRide</i> lesson 	
8:30 → 9:00am	Registration <ul style="list-style-type: none"> - Confirm participants' names are on the course list. - Distribute course materials to candidates. - Confirm that each participant has completed the online portion of the training. This is a mandatory part of the certification. Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications.
	Introductions <ul style="list-style-type: none"> - Briefly introduce the course staff and any rookie evaluators. - Review the Level 1 course agenda and description. Address any questions from candidates. - Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. - Outline retest criteria and situations. Those who fail both components will need to re-do the course. Those who pass one component are eligible to retest the remaining component (within 2 years). After 2 years, the course must be taken again, but evaluation will only be conducted on the remaining part.
9:00 → 11:30am	On-Snow Session #1 1. Warm-Up <ul style="list-style-type: none"> - Following a warm-up run(s), conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. - Use this time to ensure that candidates' equipment is set up properly and safely. <u>Address any equipment issues that may be a safety concern.</u> Discuss equipment set-up details, including binding stance angles and width, toe-heel centering, board length and sizing, and boot adjustment (tightness). - Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, experience snowboarding, goals for the course). 2. Riding Skills Improvement Session #1 <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 10</i>). <p><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions. Footage may be used for feedback purposes, and should be saved for future reference, if required.</i></p>
11:30 – 12:30pm	LUNCH BREAK
12:30 → 3:30pm	On-Snow Session #2: Teaching Beginner Snowboarders <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 12</i>). - For this on-snow session, focus on presenting the Basics and Sliding phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching.
3:30 → 4:00pm	Wrap-Up Session Daily Review

	<ul style="list-style-type: none"> -Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. -Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed. -Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills). <p>Preparation for Day 2 □</p> <p>Ask candidates to review and complete the <i>Introductory Teaching Theory and Guest Service, Safety & Duty of Care</i> workshop if they haven't already, which will be discussed on Day 2.</p>
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DAY 2 □ At the end of Day 2, candidates should be familiar with the following: □ <ul style="list-style-type: none"> - The complete <i>QuickRide System</i> - Structure and presentation of a beginner <i>QuickRide</i> lessons - Presenting <i>QuickRide</i> beginner lessons to a variety of student types 	
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8:30 □	Registration (teaching re-test candidates) □
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9:00am □	- Confirm participants' names are on the course list.
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9:00 □	On-Snow Session #3 □
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11:30am □	Teaching Beginner Snowboarders (continued) □
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	<ul style="list-style-type: none"> - Continue to present the technical presentation associated with this session (<i>see session outline on page 12</i>). □ - For this on-snow session, focus on presenting the Control phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching. Ensure that you split the presentation and demo lessons into two segments: the one-footed maneuvers, and the two-footed maneuvers. □
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11:30 – 12:30pm	LUNCH
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12:30 □	Teaching Beginner Snowboarders (continued) □
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3:30pm □	<ul style="list-style-type: none"> - Continue to present the technical presentation associated with this session (<i>see session outline on page 12</i>). □ - For this on-snow session, focus on presenting the Turning & Flow phases of the QuickRide System, with time for both presentation (demo lessons) and practice teaching. □
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3:30 □	On-Snow Wrap-Up Session □
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4:00pm □	<p>Preparation for Day 3</p> <ul style="list-style-type: none"> -Ask candidates to review and complete the Children & Snowboarding workshop, which will be discussed on Day 3. -Daily Review -Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. -Ensure that notes are recorded in the course guide, and on the candidate evaluation form. -Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching skills). -Comments pertaining to riding skills may be able to be recorded on the Candidate Evaluation forms today, as there is little focus on riding skills on Day 3.
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DAY 3 □ At the end of Day 3, candidates should be familiar with the following: □ <ul style="list-style-type: none"> - Continued development of presentation of <i>QuickRide</i> lessons to students of various ages. - Applying skill development tactics for personal riding improvement. 	
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9:00 □	Practice Teaching Session □
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11:30am □	Use this session to finish off any remaining details from the <i>QuickRide System</i> presentation on previous days.
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	<p>At the completion of this session, candidates should have had the opportunity to present a short lesson to the group that is catered to a specific student type through the use of <u>basic scenarios</u>:</p> <ul style="list-style-type: none"> - In addition to the QuickRide Phase (1-5) also include information regarding the students: <ul style="list-style-type: none"> o Number of students in the lesson (create a variety of group sizes, including privates, semi-privates, and groups). o Student Ability: Try to identify a specific challenge area for the student. What can the students do and what are they struggling with? (E.g.: "Can sideslip on heels, but struggles with sideslipping on toes.") o Student Demographics: Age, athletic ability, confident level, background, etc. o Be creative, but realistic about the candidates' skills, when assigning scenarios. Not too creative! <p><i>Finish each lesson with a critique of strengths and areas for improvement to a maximum of 5 minutes. Remember, the final day teaching sessions are simply part of the on-going teaching evaluation, and not a final exam. At the completion of the course, ask yourself if the candidate were to go out and teach a lesson, would he/she incorporate the feedback that was given throughout the course?</i></p>
<p>11:30 – 12:30pm</p>	<p>LUNCH</p>
<p>12:30 – 2:30pm</p>	<p>Riding Skills Improvement Session #2</p> <ul style="list-style-type: none"> - Use this time to address any personal riding issues with each candidate, particularly areas of weakness that may prevent candidates from successfully completing the riding component of the course. - Ensure that each candidate has multiple opportunities to demonstrate their skills in the four mandatory maneuvers. Provide feedback and coaching as required. - Highlight selected skill development tactics that were used in this technical presentation (or during the morning session on Day 1), and discuss the use of tactics for novice students (who are already linking turns).
<p>3:30 – 4:30pm</p>	<p>COURSE RESULTS</p> <ul style="list-style-type: none"> - Try to take a group photo, and email to: genevieve@casi-acms.com, or post on the CASI-ACMS Facebook page. Encourage group members to "like" us on Facebook and Instagram. - Discuss the member benefits of CASI (pro-deals, insurance, etc.) as well as the dues payment procedures. Members receive an invoice for dues renewals in the fall, for the following season. <p>PRESENTING COURSE RESULTS</p> <ul style="list-style-type: none"> - The suggested method for course results is: <ol style="list-style-type: none"> 1. Announce the partial passes (teaching or riding component), and hand out the results envelope to those individuals. 2. Announce the full passes (new Level 1 instructors), and hand out the envelopes. 3. Hand out any remaining envelopes to those who did not complete either component. 4. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <p>Note: When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios. It may be suitable to announce results as a group, and hand out evaluation forms, pins, certificates, etc. In other groups, you may wish to individually meet with each group member to discuss the course results (particularly if the pass rate is low).</p>

CORE COMPETENCIES & RIDING SKILLS

Session Goals:

At the completion of this session, candidates should:

- Know the three *Core Competencies*
- Understand how the Riding Skills of *Position & Balance*, *Pivot* and *Edging* affect the Core Competencies (outcomes).
- Have an understanding of the riding standard required for the Level 1 course.

Session Delivery:

- Start by highlighting the 3 competencies as results, or **outcomes**, of the movements that we use in our riding. For novice and intermediate riding, these three outcomes (*Core Competencies*) are the recommended techniques that CASI promotes. **The competencies also form the Level 1 riding standard required to successfully complete the certification.**
- Ensure that you take the time to focus on each competency separately over a single run, or multiple runs, and use the tactics or exercises to highlight the movements or skills needed to achieve the outcome.
- Ensure that the morning's session is FUN! Try to focus on individualized feedback as it relates to the Level 1 standard, and not simply introducing tactics. Choose a maximum of 1-2 tactics per competency that applies to the candidates' riding skills, and allow plenty of time for mileage and riding.

COMPETENCY ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTICS / DRILLS / EXERCISES
PRIMARY SKILL: POSITION & BALANCE			
Centred & Mobile Position	Find the "ideal" position that makes us more stable.	Even flexion of joints.	Riding Fore, Aft & Centred <i>Experiment with different positions and their impact on stability. Start with Static exploration of positions and then moving.</i>
	Development of equal weight distribution for a strong base of support.	Even flexion of joints. Mobility in lower joints.	Hopping (through traverse) <i>Goal of centred weight between front and back foot and uniform flexion in joints.</i>
	Enhance balance / balancing skills.	Experiment with unfamiliar movements.	Switch Riding* <i>On very flat terrain, riders can use switch riding to challenge balance skills. *This is also one of the mandatory maneuvers.</i>

COMPETENCY □ ("WHAT") □	GOAL □ ("WHY") □	SKILL / MOVEMENT □ ("HOW") □	TACTICS / DRILLS / EXERCISES □
PRIMARY SKILL: PIVOT			
Turning With □ The Lower □ Body □	Maintain rotational alignment (to allow lower joints to turn the board).	Start with COM; shoulders / hips maintain alignment rotationally – slight anticipation.	"Switching Hands" Exercise <i>On the toeside edge the front hand is placed in front of the body / back hand behind; on heelside it switches to be behind / back hand in front. Focus on <u>controlled switching as the edge changes</u>. No swinging!</i>
	Develop pivoting movements.	Hips, knees and ankles initiate.	Garland <i>Focus on the turn initiation and completion. No edge change!</i>
	Develop lower body turning skills.	Rotational movements in knees and feet.	Pickle Jar Analogy <i>Use of lower joints in steering the snowboard.</i>

COMPETENCY □ ("WHAT") □	GOAL □ ("WHY") □	SKILL / MOVEMENT □ ("HOW") □	TACTICS / DRILLS / EXERCISES □
PRIMARY SKILLS: EDGING (& PRESSURE)			
Balance Along □ The Working □ Edge □	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	Static Edging Exercise <i>Focus on use of slight leaning plus knee and ankle joints in edging.</i>
	Enhance balance on edge.	Use of ankles to create an edge platform.	Stop-n-Hops <i>Incline (lean), then angulate (bend) to manage balance on edge. Use of ankles in creating grip.</i>
	Use of sidecut for turn shape vs. pivot. Introduce inclination.	"Tip" into turn, and allow sidecut to create direction change.	Carved Traverse <i>Focus on centred weight distribution and rear ankle flexion to ensure the tail doesn't skid. No pivot!</i>

TEACHING BEGINNER SNOWBOARDERS □

Session Goals: □

By the end of these sessions, candidates should:

- Understand the goals of the QuickRide System.
- Understand the suggested tactics / exercises associated with each step of the QuickRide System.
- Understand the structure of an effective beginner lesson (the *Training Cycle*, *S.A.F.E. Model* and *Building Block* progressions).

Session Delivery: □

- This session will be presented in smaller sections over the first two days of the Level 1 course:
 - Day 1 (PM):** Basics & Sliding
 - Day 2 (AM):** Control
 - Day 2 (PM):** Turning & Flow
- Presentation should follow a “present, then practice” format. Immediately following the demo presentation (see below), have candidates briefly practice-teach that part of the QuickRide System to each other, in pairs. Allow only about 10 minutes per lesson and then ask the pairs to switch roles. Maximize practice opportunities as much as possible. As the course progresses, increase the number of mock “students” that each candidate practices teaching to increase the complexity and class management requirements.
- Introduction Activity:** At the start of the session (Day 2, PM) ask candidates if they took a beginner lesson during their first day snowboarding, and have them identify positive and / or negative experiences from their first day.
 - This discussion can be useful in highlighting the importance for instructors to show empathy when teaching new snowboarders. **Remember what it’s like to be a beginner!**
- Start the presentation with a general introduction of the QuickRide System as a beginner teaching system that will provide instructors with tools to make learning easier for beginners:
 - New instructors can simply follow the list of tactics and teach a good beginner lesson. However, with experience instructors will begin to adapt their teaching to different student types.
 - The important aspect of the QuickRide System is the goal of each phase – if the student has achieved the goal of the phase, they can move on to the next step with the assistance of the instructor.
 - The QuickRide System attempts to prioritize independence and mobility for the students, to reduce reliance on the instructor.
- C. Presentation of the material should be completed in a **3-part instructor-training format**:
 - Introduce the overall QuickRide System phase, as well as the goal for that phase. It may also be helpful to introduce a *Practical Teaching Skill* to be demonstrated in the demo lesson (e.g.: Demonstrations).
 - Present a short example lesson of that phase using the group or a portion of the group as the “students”.
 - Ensure that the demo lesson is simple and can be copied by the candidates.
 - Try to separate the “need to know” from the “good to know”. Use the QuickRide pocket or online reference guide to ensure that you are demonstrating all relevant tactics.
 - Stick to the basic, essential info and remember to clearly use and demonstrate the *Practical Teaching Skill* or skills that were introduced.
 - Wrap-up and review the example lesson, drawing attention to the *Practical Teaching Skills* / skills that were included: *Guest Service & Safety, Communication & Lesson Structure, Demos, Analysis & Improvement* and *Technical Content*. It may be helpful to ask the group to identify and/or recall specific examples of each teaching skill that you included in your demo.

Don’t expect perfection at this stage! Rather, encourage the group to simply get comfortable with the explanations, terminology, and demonstrations by imitating the example lessons that you provide.

THE S.A.F.E. CONCEPT

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation. The S.A.F.E. acronym stands for:

Static	Active	Free	Experimentation
When introducing a new movement, have students visualize / feel the sequence of movements on flat ground.	Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success.	Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and allow them to make mistakes – just ensure that positive feedback / correction is given when mistakes are made.	Change the situation to encourage adaptation – vary the terrain or movements.

Note to Evaluators: The S.A.F.E. concept can be presented as a normal course of the presentation of the QuickRide tactics and maneuvers (e.g.: skating).

THE QUICKRIDE SYSTEM

GOALS	PROGRESSION	SUGGESTED SUPPORT TACTICS
I. BASICS <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i>	Equipment Mobility	<ul style="list-style-type: none"> • Introductions • Equipment: Parts Of The Board • Attaching The Front Foot • Equipment Familiarity & Mobility • "The Neutral Position" • Skating • Climbing & Descending
	Straight Running	<ul style="list-style-type: none"> • "Push-Push-Glide" • Straight Running • Experiment With Varied Body Positions • Toe/Heel Drag • J-Turns
III. CONTROL <i>To learn to control both speed and direction with both feet attached to the snowboard</i>	Sideslipping Pendulum	<ul style="list-style-type: none"> • Intro To Edging (Gas Pedal Exercise) • One-Foot Attached Sideslipping & Drift Left / Right • One-Foot Attached Traverse • Attaching The Board On A Slope • Sideslipping (two feet attached) • Pendulum (two feet attached) • Power Pendulum
	Beginner Turns	<ul style="list-style-type: none"> • Static Rotation Exercise (board off) • Garland Exercise • J-Turns (revisit from Sliding) • Walking Through Turns • Beginner Turns
V. FLOW <i>To learn to explore the mountain safely.</i>	Novice Turns	<ul style="list-style-type: none"> • Add Traverse Between Turns • Traverse with Flexion/Extension • Novice Turns (flex after fall line) • Speed Control: 4 S's (Speed = Shape, Size, Slope) • Sliding 360's • Hopping in Traverses

□

LEVEL 1 EVALUATION TOOL: TEACHING COMPONENT □

GUEST SERVICE & SAFETY:

Below Standard □

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Safety is not a focus of the lesson, or students are not kept in a safe environment.

Meets Standard

- Terrain is generally safe and suitable to this level of student or lesson topic.
- Lessons are generally presented in a positive and student-centred manner.
- The learning environment is generally safe and secure.

COMMUNICATION & LESSON STRUCTURE:

Below Standard □

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block or progression-based format.

Meets Standard □

- Effectively communicates (explanations are generally clear), and use a What, Why, How format.
- The lesson follows a clear building-block structure.

DEMONSTRATIONS:

Below Standard □

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard □

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard □

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.

Meets Standard □

- Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.
- Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.

TECHNICAL CONTENT:

Below Standard □

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard □

- The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).

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LEVEL 1 EVALUATION TOOL: RIDING COMPONENT CENTRED & MOBILE POSITION

Below Standard □

- Does not demonstrate ability to centre weight equally over both feet.
- Is unable to maintain rotational alignment (shoulders, hips, knees, feet).
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.

Meets Standard □

- Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.
- Maintains rotational alignment (shoulders, hips, knees, feet) consistently in appropriate terrain.
- Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning.

TURNING WITH THE LOWER BODY

Below Standard □

- Does not use the hips and knees to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).
- Uses counter-rotation movements to initiate or execute turns.
- Turns do not show a round shape, or are not symmetrical.

Meets Standard □

- Uses the hips and knees to initiate direction change in the snowboard consistently.
- Consistently demonstrates use of rotation movements to turn the snowboard (movement progresses from hips to knees and feet).
- Uses the lower body to create turns that are round and symmetrical most of the time.

BALANCE ALONG THE WORKING EDGE

Below Standard □

- Uses excessive or limited inclination (leaning) or angulation (bending). Movements are not balanced.
- Does not demonstrate reliable edge grip, in relation to Level 1 terrain, on groomed slopes.

Meets Standard □

- Uses a combination of inclination (leaning) and angulation (bending) to achieve reliable edge grip most of the time.
- Edge grip is apparent in suitable terrain and conditions consistently.

MANDATORY MANEUVERS: □

- Beginner Turns - Forward & Switch (Green Terrain) - 3-5 M CW
- Intermediate Sliding Turns (Blue Terrain) - 5-7 M CW
- Open Carved Turns (Easiest Green or Cat Track) - 3-6 M CW
- Hopping Through Turns (Green/Blue Terrain)- 5-7 M CW

Below Standard □

- Still acquiring the movements required for the execution of the mandatory maneuver.
- Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent.

Meets Standard □

- Shows consolidation in the execution of the mandatory maneuver.
- Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent due to changes in slope or snow conditions.

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□



LEVEL 2 EVALUATOR'S DAILY OUTLINE

DAY 1	
At the end of Day 1, candidates should be familiar with the following:	
<ul style="list-style-type: none"> - Level 2 riding standards - The Core Riding Competencies and Riding Skills - Development of their Analysis & Improvement skills. 	
8:30 <input type="checkbox"/>	Registration (including Riding Re-Test Candidates) <input type="checkbox"/> <ul style="list-style-type: none"> - Confirm participants' names are on the course list. - Riding re-test candidates will attend Day 1 and 2 only. - Distribute course materials to candidates. - Confirm that each participant has completed the online portion of the training. This is a mandatory part of the certification. Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications.
9:00am <input type="checkbox"/>	
	Introductions <input type="checkbox"/> <ul style="list-style-type: none"> - Briefly introduce the course staff. - Review the course agenda and description. Address any questions from candidates. - Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. - Discuss re-test situations.
9:00 <input type="checkbox"/>	Warm-Up Process <input type="checkbox"/> <ul style="list-style-type: none"> - Following a warm-up run, conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. - Use this time to discuss equipment set-up. In discussion format, ask candidates why they chose to set up their snowboards the way they did. Highlight different board constructions (camber vs. reverse or hybrid), as well as different stance angles, widths, etc. <u>Address any equipment issues that may be a safety concern.</u> Discuss equipment set-up details, including binding stance angles and width, toe-heel centering, board length and sizing, and boot adjustment (tightness). - Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, etc.) Guest Service and Guiding (include this info as part of riding session) <input type="checkbox"/> Discuss the following points with the group as you progress through the morning session: <ol style="list-style-type: none"> 1. Moving with a group: How to ride together safely, keeping track of all students. 2. Spacing: Ideal distance between riders in the group (in relation to the speed and terrain). 3. Assessing ability: Starting with asking questions. Also, discuss where to look from (multiple vantage points), what to look for (competencies) and where to take the students for assessment (start on a green run or easier terrain for their ability). 4. Terrain selection: Green (Initiation/Acquisition), Blue (Acquisition/Consolidation), Black (Consolidation/Refinement) 5. Guest Service: Discuss conversation topics (getting to know them), safety, area knowledge, pacing of the lesson, ending on a positive note, etc. Riding Skills Improvement Session <input type="checkbox"/> <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see session outline on page 11). <p><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions.</i></p>
11:30am <input type="checkbox"/>	
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	Footage may be used for feedback purposes, and should be saved for future reference, if required.
11:30 am – 12:30pm	LUNCH
12:30 → 3:30pm	Analysis & Improvement Presentation □ - Present the technical presentation associated with this session (see <i>session outline on page 14</i>).
3:30 → 4:00pm	Daily Wrap-Up Session □ Preparation for Day 2 □ -Ask candidates to review the “ <i>Advanced Teaching Theory</i> ” workshop that they did online, which will be discussed on Day 2. Daily Review □ -Discuss with candidates (either individually or as a group) their understanding and comfort with the day’s material. -Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed. -Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).

DAY 2 □ At the end of Day 2, candidates should be familiar with the following: □	
<ul style="list-style-type: none"> - Review of the <i>QuickRide System</i>. - Introduction to the <i>Whole, Part, Whole</i> method of presenting lessons. - Introduction to using the <i>Building Block</i> lesson structure for intermediate students. 	
9:00 → 11:30am	QuickRide Teaching Presentation □ Present the technical presentation associated with this session (see <i>session outline on page 15</i>).
11:30am – 12:30 pm	LUNCH
12:30 → 3:30pm	‘Introducing New Skills’ Presentation □ - Present the technical presentation associated with this session (see <i>session outline on page 17</i>).
3:30 → 4:00pm	On-Snow Wrap-Up Session □ Preparation for Day 3 □ -Ask candidates to review the <i>Physics & Biomechanics in Snowboarding</i> workshop, which will be discussed on Day 3. Daily Review □ -Discuss with candidates (either individually or as a group) their understanding and comfort with the day’s material. -Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed. -Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills). □ Results for riding re-test candidates should be presented at this time.

DAY 3 □ At the end of Day 3, candidates should be familiar with the following: □	
<ul style="list-style-type: none"> - Structuring and presenting progression-based lessons (terrain adaptation, carving, and/or basic freestyle). - Skill-development tactics for developing riding skills of intermediate riders. 	
8:30 am	Registration (Teaching Re-Test Candidates Only) □
9:00 → 11:30am	Practice Teaching: Introducing New Skills □ At the completion of this session, candidates should have had the opportunity to present a short progression-based lesson to the group.

	<ul style="list-style-type: none"> - Assign a <u>skill-development / outcome-based scenario</u> to candidates to base their lesson around. Scenarios should be based on the building block sample lessons presented during the afternoon of Day 2. Examples: <ul style="list-style-type: none"> o “Introduce us to riding un-groomed terrain” □ o “Introduce us to jumping for the first time” □ o “Introduce us to carving on slightly steeper terrain” □ o “Teach us a flatland trick” □ - If possible, ride the chair lift or spend a few minutes with the candidate to assist in preparing their practice lesson. Ask questions to identify the skill focus that they plan to develop, specific tactics, terrain, etc. Don’t give all the answers, but try to have them think through the process of planning the lesson. - During lessons, ask the candidates (and group members) to focus on the pedagogical points: Choice of Terrain, Communication, Demonstration, Analysis & Improvement, and Class Management. <i>Maximum 20 minutes.</i> - At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info. <i>Maximum 5 minutes.</i> - If time permits, allow for multiple practice sessions for some or all candidates.
11:30 am – 12:30 pm	LUNCH
□ 12:30 □ 3:30pm □	Developing Intermediate Skills □ <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 20</i>).
3:30 □ 4:00pm □	On-Snow Wrap-Up Session □ Daily Review □ <ul style="list-style-type: none"> -Discuss with candidates (either individually or as a group) their understanding and comfort with the day’s material. -Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed. -Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).
DAY 4 □	
At the end of Day 4, candidates should be familiar with the following: □ <ul style="list-style-type: none"> - Structuring and presenting skill development lessons for intermediate students. - Personal riding feedback and development tactics as they relate to the Level 2 standard. 	
9:00 □ 11:30am □	Practice Teaching: Developing Intermediate Skills □ <ul style="list-style-type: none"> - At the completion of this session, candidates should have had the opportunity to present a short lesson to the group. - Assign a skill-development scenario to candidates to base their lesson around. Scenarios should be based on the skill development material presented during the afternoon of Day 3. Examples: <ul style="list-style-type: none"> o “Help us to make smaller turns on steeper slopes” □ o “Help us to avoid chatter in our short turns” □ o “Help us learn to control speed on steeper slopes” □ o “Improve our ability to hold an edge during carved turns on easy blue terrain” □ - If possible, ride the chair lift or spend a few minutes with the candidate to assist in preparing their practice teach. Ask questions to identify the skill focus that they plan to develop, specific tactics, terrain, etc. Don’t give all the answers, but try to have them think through the process of planning the lesson.

	<ul style="list-style-type: none"> - During lessons, have candidates (and group members) focus on the pedagogical points: Choice of Terrain, Communication, Demonstration, Analysis & Improvement, and Class Management. <i>Maximum 20 minutes.</i> - At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info. <i>Maximum 5 minutes.</i> <p><i>*If time permits, allow for multiple practice sessions for some or all candidates.</i></p>
11:30 am – 12:30pm	LUNCH
12:30 – 3:30pm	<p>On-Snow Session #8</p> <p>Rider Improvement Session</p> <p>At the end of the afternoon, candidates should:</p> <ul style="list-style-type: none"> - Understand where their riding skills are in relation to the Level 2 standard. - Have tactics for improvement to take beyond the course. - Use the <i>Core Competencies</i> as a structure for the afternoon's session. - Based on your assessment of the group's riding, you may choose to focus on groomed terrain, steep terrain, carving, or terrain adaptation skills (or a combination). - This is your final opportunity to mark riding skills, so ensure that you address any remaining issues with personal riding skills in any of the candidates. <p>Ensure that each candidate has multiple opportunities to demonstrate their skills in the mandatory manoeuvres. Provide feedback and coaching as required.</p>
3:30 – 4:30pm	<p>COURSE RESULTS</p> <ul style="list-style-type: none"> - Try to take a group photo, and email to: genvieve@casi-acms.com, or post on the CASI-ACMS Facebook page. Encourage group members to "like" us on Facebook and Instagram. <p>PRESENTING COURSE RESULTS</p> <ul style="list-style-type: none"> - The suggested method for course results is: <ol style="list-style-type: none"> 1. Announce the partial passes (teaching or riding component), and hand out the results envelope to those individuals. 2. Announce the full passes (new Level 2 instructors), and hand out the envelopes. 3. Hand out any remaining envelopes to those who did not complete either component. 4. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <p>Note: When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios.</p> <ul style="list-style-type: none"> - It may be suitable to announce results as a group, and hand out evaluation forms, pins, certificates, etc. In other groups, you may wish to individually meet with each group member to discuss the course results (particularly if the pass rate is low).

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RIDER IMPROVEMENT PRESENTATION □

The goal of this session is to introduce (or re-introduce) the group to the 3 *Core Competencies*, and their impact on our personal riding skills.

- Start by highlighting the competencies as results, or outcomes, of movements that we use in our riding. For novice and intermediate riding, these three outcomes (*Core Competencies*) are the recommended techniques that CASI promotes.
- At the completion of this session, candidates should:
 - a. Know the three *Core Competencies*
 - b. Understand how the *Riding Skills* (movements) affect the Core Competencies (outcomes).
 - c. Have an understanding of the riding standard for the Level 2 course.

Ensure that the morning's session is FUN! Try to focus on individualised feedback as it relates to the Level 2 standard, and not simply introducing tactics. Choose a maximum of 1-2 tactics per competency that applies to the candidates' riding skills, and allow plenty of time for mileage and riding.

If facilities permit, video footage of candidates may be shot during this morning session, for review at the end of day.

□

COMPETENCY / OUTCOME □ "WHAT" □	GOAL □ "WHY" □	MOVEMENT □ "HOW" □	TACTIC / DRILL / EXERCISE □
Centred & □ Mobile Position	POSITION & BALANCE		
	Enhance balance & adaptability.	Challenging balance skills through unfamiliar movement.	Switch Riding - to have riders need to think and pre-plan movements in order to stay balanced.
	Development of centred weight distribution.	Two-footed take-off and landing.	Sideslipping 180 Hops – ensure riders maintain a narrow, fall-line corridor. Focus on take-off's and landings from two feet.
Develop balance while spinning.	Lower COM for stability.	Sliding 360's – contrast a higher COM to lower COM for stability. Also, use of eyes for balance.	

COMPETENCY / OUTCOME □ "WHAT" □	GOAL □ "WHY" □	MOVEMENT □ "HOW" □	TACTIC / DRILL / EXERCISE □
Turning With □ The Lower □ Body □	PIVOT		
	Develop centre pivot point.	Equal displacement of nose & tail. Static exercise.	X-Turns – static exercise focusing on the centred pivot point. "X" is the mark left in the snow after pivoting on flat ground.

	Increased involvement of lower joints in turning.	Initiate direction change with knees & feet.	Fall-line pivot (garland), to focus on the turn initiation and completion. No edge change!
	Use of feet to fine-tune turning.	Guide the snowboard through turns with foot movements.	Twist the Disks – using the lower joints (knees, ankles) to guide the snowboard through a smaller turn.
	EDGING		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	Static Edging Exercise (“no highbacks” analogy) to focus on use of the ankle joint in edging, as well as inclination.

COMPETENCY / OUTCOME “WHAT”	GOAL “WHY”	MOVEMENT “HOW”	TACTIC /DRILL / EXERCISE
Balance Along The Working Edge	EDGING		
	Early edge engagement.	Hops at edge change.	Hop Carves – hop at the end of the previous turn, and land on a new edge.
	Development of balance over the edge.	Use of ankles to create an edge platform.	“Stop-n-Hops” for fine-tuning edging skills. Incline (lean), then angulate (bend) to manage balance on edge.
	PRESSURE		
	Board contact with snow.	Loose, mobile lower body.	Absorb varied terrain – using legs to passively absorb terrain undulations.
	Development of foot separation and board loading.	Weight shift + push board forward (back) + pop. Absorb landing.	Ollies & Nollies – actively building and releasing pressure in the snowboard.
	Pressure release.	Extend at take-off and absorb landing with both legs.	Small jumps/airs – focus on popping (extending at start of jump or bump).

COMPETENCY / OUTCOME □ "WHAT" □	GOAL □ "WHY" □	MOVEMENT □ "HOW" □	TACTIC / DRILL / EXERCISE □
Timing & □ Coordination □	Develop adaptability.	Eyes look ahead, anticipate.	Follow The Leader – <i>will create a need to turn where we wouldn't normally.</i>
	Develop adaptability in movement sequences.	Experiment with nose/tail shift, plus rotation and varied edges.	Flatland Tricks – <i>Start with simple fore-aft presses, and then add basic rotations.</i>
	Develop quickness.	Gradually reduce the intro/completion phase of turns.	Sideslipping to Short Radius Turns – <i>Start with a long sideslip phase, and gradually reduce until it becomes short radius turns.</i>

ANALYSIS & IMPROVEMENT PRESENTATION

At the completion of this session, candidates will have been exposed to Analysis & Improvement tactics and approaches for intermediate students.

- Split the session time in half, and focus on Analysis skills for the first half, and Improvement skills for the second half.
- Focus on intermediate riding skills (*candidate's actual riding abilities*) for the duration of this session, **including the Level 2 mandatory riding manoeuvres**. Encourage the group to watch each other when analysing or improving.

□

Evaluators: Use a variety of A & I tactics / development tools to have the group practice their analysis or improvement skills. Examples:

- *Partner up* (follow the leader)
- *Telephone Exercise*
- *Circle Around Exercise*

PART 1 Key Technical Points: Analysis Skills	PART 2 Key Technical Points: Improvement □
VANTAGE POINTS AND TERRAIN □ SELECTION. Where instructors choose to bring and view students from will have a large impact on analysis. We see different things from different vantage points or pitches. Vary the viewing position and tactic for best results □	PTT Format (Positive, To, Try) Helps instructors to phrase feedback in a positive way. <i>Positive:</i> Highlight positives – what should they continue doing? Be specific and descriptive. <i>To:</i> What will help them to improve overall? <i>Try:</i> How will they make the change? Be specific. Movement focused with a clear how . □
INSTRUCTOR KNOWLEDGE □ Core Competencies –Start by making a decision on which of the 3 <i>Core Competencies</i> are strongest vs weakest. Which skill(s) are the most lacking in whether that competency is not happening?	Words and phrases to avoid. □ Avoid words or phrases that create a negative or 'instructor vs. student' environment. (E.g.: "But", "You Should", "I want")

<p>Decide on Tolerance (TTPPEE) – take into account the other factors in deciding what type of intervention is required.</p>	<p>Try to use words and phrases that create a positive, teamwork-based approach to learning (with the instructor). For example: "We", "Let's Try", etc</p> <p>MILEAGE □ Emphasis on mileage with coaching. Improvement only happens through experience and repetition. Encourage riding WITH weaker students □</p>
<p>The Analysis Sequence of Events. □</p> <ol style="list-style-type: none"> 1. Establish Ideal – envision the perfect execution of the task or skill. 2. Compare Ideal to Trial – using the Core Competencies, compare the differences between the ideal, and the student trial. Note the effects (outcomes) vs. the causes (skills). 3. Formulate a Plan for Improvement – decide on a skill focus and <u>HOW</u> approach (exercise, tactic, analogy, etc.) 	<p>Formulate a skill-based plan for □ improvement. □ Offer a tactic or specific movement / exercise to help them feel the new sensation in their riding.</p>

QUICKRIDE TEACHING PRESENTATION □

*Refer to Level 1 course for the QuickRide System Table □

The goal of this session is to refine instructors' beginner / novice teaching skills, and introduce them to the *Whole, Part, Whole* method of structuring lessons.

- The *QuickRide System* prioritizes independence and mobility for the student(s), to reduce reliance on the instructor. (Example: *one-footed manoeuvres*). Start the presentation with a general overview of the *QuickRide System*, with a review of the 5 phases of the system and the associated tactics.
- Introduce the *Whole, Part, Whole* method of presentation as an alternate means of structuring beginner lessons to the *Building Block* approach: □
 - - **Whole:** Look at the overall skill or level of the student. Or, ask questions to determine existing skills.
 - **Part:** Establish a plan to develop or refine a small part of the riding. Should be a skill development approach (e.g.: Position & Balance, Pivot, Edging, etc.)
 - **Whole:** Put the newly refined skills into the overall riding skills.
 - *Note: In many cases, the "part" of a Whole, Part, Whole sequence will follow a Building Block structure.*
- Presentation of the material should be completed in a guided practice-teaching approach: □
 - Each member of the group should have the opportunity to present a practice teaching presentation of a part of the *QuickRide System*.
 - Encourage instructors to use a *Whole, Part, Whole* structure to their lessons, by establishing starting scenarios to each lesson. (E.g.: "*This student is working on side slipping, and is having trouble using the toe edge. They have much better comfort on the heel side.*")
 - Encourage instructors to use the "*Whole*" part of the sequence to determine the best starting point in the *QuickRide System* to refine skills.

At the end of the session, candidates should:

- **Have an improved understanding of the *QuickRide System*, specifically tactics for** □
customizing the progression to different student types. □
- **Know the suggested tactics / exercises associated with each step.** □
- **Be starting to understand how to apply a *Whole, Part, Whole* approach to teaching** □
beginner and novice riders. □
- **Understand how to apply the *QuickRide System* to teach riders to ride switch, or** □
fakie. □

-**Note:** You may ask the group to ride in their switch direction for the duration of this session. (NOT including riding lifts).

□

INTRODUCING NEW SKILLS

Reference: CASI Reference Guide (pp.93-99)

□

GOALS □

At the end of the session, candidates should be familiar with the following points:

- The use of the Building Block method of presentation for structuring intermediate-skill lessons.
- Tools and tactics for introducing intermediate riders to various new skills (including un-groomed or variable terrain / basic terrain adaptation, basic freestyle skills, and carving).

SESSION PRESENTATION □

The main focus of the session should be on HOW to teach intermediate students NEW SKILLS, through the use of a progression-based lesson structure.

1) Begin the session with an overview of considerations of the Building Block method of presentation:

- "Small steps are the best way to learn".
- Reduce the safety consequence of new skills by breaking them down into smaller steps.
- Moving ahead (and backward) in a progression – when is it suitable to move on?
- Determining how quickly or slowly to move through the progression.
- The S.A.F.E. model as a means of creating a lesson structure.

2) Present a number of sample lessons based on the outlines below. Ensure that the sample lessons are based on the outcome (I.E.: learn a flatland trick, or, learn how to make a carved turn).

- Sample lessons should be presented in a 3-part instructor-training format:
 - 1: Establish the lesson goal, the student characteristics, and some basic Practical Teaching Skill points to watch for.
 - 2: Sample Lesson, highlighting the use of the Practical Teaching Skills as well as the S.A.F.E. model of lesson presentation.
 - 3: Summarize the key aspects of the lesson, as they relate to the Practical Teaching Skills, and the use of the Building Block method of presenting the lesson.

SAMPLE PROGRESSIONS

INTRODUCING TERRAIN ADAPTATION SKILLS: □

Focus: Exploring varied terrain, and developing absorption skills.

SKILLS □	SUGGESTED PROGRESSION □
Position & Balance □ □ □ □ □ □ □ □ □ □	<p>1: <i>Static</i>: On flat terrain, ensure upper/lower body alignment to ensure mobility in the lower body. Exercise: Slow up/down movement with eyes directed forward, and back hand over the tail.</p> <p>2: <i>Active</i>: Apply this position to a slow traverse across a bumpy section of terrain. Exercise: Slow Traverse – eyes forward, back hand over tail, mobile lower body.</p> <p>3: <i>Free</i>: Practice and mileage.</p> <p>4: <i>Experimentation</i>: Continued practice and mileage, experiment with toe vs. heel side edges, and varying speeds and size of bumps.</p> <p>-----</p> <p>1: <i>Static</i>: On flat terrain, practice up/down movements for absorption. Exercise: Slow up/down movement with eyes directed forward, and back hand over the tail. Ensure a large range of motion.</p> <p>2: <i>Active</i>: Apply this movement to a slow traverse across a bumpy section of terrain. Exercise: Slow Traverse with absorption – eyes forward, back hand over tail, mobile lower body. Goal is to maintain contact with the snowboard on snow.</p> <p>3: <i>Free</i>: Practice and mileage on toe and heel sides.</p> <p>4: <i>Experimentation</i>: Continued practice and mileage, experiment with toe vs. heel side edges, and varying speeds and size of bumps. Direct eyes forward to anticipate changes in pressure.</p>
----- □ Pressure	

INTRODUCING FLATLAND TRICKS:

Focus: Introducing students to basic flatland manoeuvres.

SKILLS	SUGGESTED PROGRESSION
Position & Balance Pivot Pressure	Nose & Tail Presses <i>1: Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Experience the range of motion required on flat terrain. <i>2: Active:</i> Apply these movements of the COM to moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance. <i>3: Free:</i> Practice and mileage. <i>4: Experimentation:</i> Try nose and tail presses on different edges (toe and heel sides), on different slopes, and at different speeds. Nose & Tail Presses With Rotation <i>1: Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Add rotation with head, eyes, arms (shoulders) and hips. <i>2: Active:</i> Apply these movements moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance, and use the COM to execute rotation. <i>3: Free:</i> Practice and mileage. Focus on single tasks (e.g.: frontside rotations only). <i>4: Experimentation:</i> Try different combinations of rotations (frontside / backside), as well as nose / tail presses.

INTRODUCING JUMPING:

Focus: Introducing students to getting air.

SKILLS	SUGGESTED PROGRESSION
Pressure <i>Pop:</i> Using the quick extension of both legs to assist in getting air. Pressure release happens due to vertical movement loading the legs and the snowboard. Legs retract in the air and extend to absorb landing. <i>Ollie:</i> Using the energy stored in the tail of the snowboard to propel the rider into the air.	Pop <i>1: Static:</i> Move COM down, and extend by "pressing" through the snowboard. With increased force of extension, riders will begin to "hop" off the snow. <i>2: Active:</i> On easy terrain without bumps/jumps, practice popping. Focus on soft landings. <i>3: Free:</i> Use terrain features to assist with the pop (small bumps). <i>4: Experimentation:</i> Using different features to challenge the skill of popping. Timing & Coordination plays a role here in timing when to lower COM, when to extend, and how quickly to extend. Ollie <i>1: Static:</i> Move COM down, and shift the snowboard forward (placing weight on the back foot). Extend the back leg rapidly (similar to popping). In the air, retract both legs, and land softly. <i>2: Active:</i> On easy terrain without bumps/jumps, practice ollies off of a flat base. Focus on soft landings on both feet. <i>3: Free:</i> Practice ollies with varying timing / speed. <i>4: Experimentation:</i> Practice ollies off of a flat base, as well as off of each edge. Experiment with changes due to edging.

INTRODUCING AND DEVELOPING CARVING: □

Focus: Introducing students to carving and developing their carving.

SKILLS □	SUGGESTED PROGRESSION □
Edging	INTRODUCING CARVING
□	1: <i>Static:</i> Discuss sidecut and edging, and removal of pivot in carving.
□	Exercise: Static Edging Exercise – use of hips, knees, ankles in edging. Equal weight between front and back foot.
□	2: <i>Active:</i> Create a pure edge (pencil line) in a traverse. Exercise: Carved Traverse – in a shallow traverse, on flatter terrain, practice pencil line traverses.
□	3: <i>Free:</i> Practice traverses with added speed, and gradually increase the starting angle of the traverse to add additional downhill / uphill travel (remember risk management!).
□	4: <i>Experimentation:</i> Experiment with adding edge change during traverse to create carved turns. Exercise: Basic Carved Turns – on very forgiving terrain, have students link pencil lines by making round, pencil line turns.
□	—
□	DEVELOPING CARVING
□	1: <i>Static:</i> How to get a turn shape vs riding the sidecut?
□	Exercise: Static Edging Exercise – use of hips, knees, ankles in edging. Equal weight between front and back foot.
□	2: <i>Active:</i> Create a pure edge (pencil line) with the emphasis on the entry of the turn. Exercise: Edge roll and set at the top of the turn.
□	3: <i>Free:</i> Roll and set the edge at top of the arc then add flexion through the turn. Break carve at end of the arc as terrain/speed dictates.
□	4: <i>Experimentation:</i> Carved Turns - on various terrain / pitches. Link pencil lines by making round, pencil line turns.

DEVELOPING INTERMEDIATE SKILLS

Reference: CASI Reference Guide (pp. 89-92)

GOALS □

At the end of the session, you will have explored the following points:

- The use of the *Whole-Part-Whole* method of presentation for structuring intermediate lessons.
- Tools and tactics for developing riding skills in intermediate lessons.
- Exercises to assist in introducing developing the *Skills Concept* to intermediate riders.

WHOLE-PART-WHOLE SEQUENCE □

- **Whole:** Analysis of existing skills. Use of the Core Competencies to establish the goal. □
- **Part:** Skill-focused refinement, through the use of tactics / exercises. Experience new movements and sensations. □
- **Whole:** Re-introduce new movements into riding skills in similar terrain. □

DEVELOPING SLIDING & CARVED TURNING SKILLS □

Sliding Turns Focus: Adding board performance and reducing turn size of sliding turns.

Carved Turns Focus: Increasing ability of students to create carved turns in easy terrain.

COMPETENCY / OUTCOME □	SKILL & SUGGESTED TACTICS: REFINING SLIDING TURNS □	SKILL & SUGGESTED TACTICS: REFINING CARVED TURNS □
CENTRED & MOBILE POSITION	POSITION & BALANCE □ <ul style="list-style-type: none"> ● 'Switching Hands' Exercise (alignment and use of core) ● Sliding 360's (centred position, lower COM for stability) 	POSITION & BALANCE / EDGING □ <ul style="list-style-type: none"> ● Static Edging Exercise (Inclination vs. Angulation) ● Hopping in traverse

TURNING WITH THE LOWER BODY	PIVOT / EDGING <ul style="list-style-type: none"> • 'Headlight on Knees' Exercise • Garland Exercise • 'Spray The Trees' Exercise 	EDGING <ul style="list-style-type: none"> • Arms Restricted (crossed, on hips, etc). • 'Sidecut Turns' / 'Rail To Rail' Exercise
BALANCE ALONG THE WORKING EDGE	EDGING / PRESSURE <ul style="list-style-type: none"> • 'No High-backs' Analogy (heelside only) • Clock Face Analogy • 'Spray The Trees' • Hop to change edges (flex in turn) • Traverses with flexion 	POSITION & BALANCE / EDGING <ul style="list-style-type: none"> • Stop n' Hop's • Drinks on Shoulders Analogy • Cowboy Knees • Inverse traverse with slow vertical movement
TIMING & COORDINATION (SKILL)	<ul style="list-style-type: none"> • Counting for symmetry, quickness and power • Follow the Leader for coordination challenge 	

LEVEL 2 EVALUATION TOOL: TEACHING COMPONENT

GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Safety is not a focus of the lesson, or students are not kept in a safe environment.

Meets Standard

- Terrain is generally safe and suitable to this level of student or lesson topic.
- Lessons are generally presented in a positive and student-centred manner.
- The learning environment is generally safe and secure.

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block or progression-based format.

Meets Standard

- Effectively communicates (explanations are generally clear), and use a What, Why, How format.
- The lesson follows a clear building-block structure.

DEMONSTRATIONS:

Below Standard

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.

Meets Standard

- Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.

- Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.

TECHNICAL CONTENT:

Below Standard □

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard □

- The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).

□

LEVEL 2 EVALUATION TOOL: RIDING COMPONENT CENTRED & MOBILE POSITION

Below Standard □

- Does not demonstrate ability to centre weight equally over both feet.
- Is unable to maintain a relaxed position in varied terrain.
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.

Meets Standard □

- Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.
- Maintains a mobile and relaxed position as terrain becomes more challenging / varied.
- Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning.

TURNING WITH THE LOWER BODY

Below Standard □

- Does not use the knees and feet to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).
- Is unable to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns.

Meets Standard □

- Uses the knees and feet to initiate direction change in the snowboard consistently.
- Is able to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns consistently.

BALANCE ALONG THE WORKING EDGE

Below Standard □

- Cannot manage pressures in the snowboard while edging, resulting in chatter or bouncing.
- Cannot consistently demonstrate round carved turns, on appropriate groomed terrain.
- Is unable to engage the new edge above the fall line during sliding or carved turns.

Meets Standard □

- Consistently manages pressure in the snowboard to control chatter.
- Can demonstrate carved turns consistently on appropriate terrain.
- Engages new edge above the fall-line (at approx. 2 and 10 o'clock).

MANDATORY MANOEUVRES: □

Candidates must display consolidation of riding outcomes in each of the following manoeuvres: □

- **Novice Turns** □ **Forward & Switch** (Green Terrain) - 4-6 M CW
- **Intermediate Carved Turns** (Green/Easy Blue Terrain) - 7-10 M CW
- **Short Radius Sliding Turns** (Steep blue/Black Terrain) - 3-5 M CW
- **Ollie - With proper landing on two-feet** (Green Terrain)

LEVEL 3 COURSE EVALUATOR'S DAILY OUTLINE

<p>DAY 1 □</p> <p>At the end of Day 1, candidates should be familiar with the following: □</p> <ul style="list-style-type: none"> • The <i>QuickRide System</i> (either as review or as new information) • Instructor Training tactics for new or Level 1 instructors. • Essential elements of an effective lesson – the <i>Practical Teaching Skills</i>. • The differences between the roles of instructor vs. trainer. 	
<p>8:30 ⇨ □</p> <p>9:00am □</p>	<p>Registration □</p> <ul style="list-style-type: none"> • Confirm participants' names are on the course list. • Distribute course materials to candidates. • Confirm that each participant has completed the online portion of the training. <u>This is a mandatory part of the certification.</u> Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications. <p>Introductions □</p> <ul style="list-style-type: none"> • Briefly introduce the course staff. • Using the course guide, review the course agenda and description. Address any questions from candidates. • Discuss the evaluation process on the course – exams are held separate from the course portion. It's recommended that candidates take time for training between course and exam portions. • Encourage candidates to watch or review the Level 3 Standards video (on their phones or at night at their place). Highlight the presence of the <u>Advanced Riding Competencies</u>.
<p>9:00 ⇨ □</p> <p>11:30am □</p>	<p>Warm-Up Process □</p> <ul style="list-style-type: none"> • Following a warm-up run, conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. • Use this time to discuss equipment set-up. In discussion format, ask candidates why they chose to set up their snowboards the way they did. Highlight different board constructions (camber vs. reverse or hybrid), as well as different stance angles, widths, etc. <u>Address any equipment issues that may be a safety concern.</u> • Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, etc.) <p>Instructor Training Presentation □</p> <ul style="list-style-type: none"> • Present the technical presentation associated with this session (<i>see session outline</i>).
<p>11:30 – 12:30pm</p>	<p>LUNCH</p>
<p>12:30 ⇨ □</p> <p>3:00pm □</p>	<p>Instructor Training Presentation Continued □</p> <ul style="list-style-type: none"> - Continue with the morning's presentation.
<p>3:00 ⇨ □</p> <p>3:30pm □</p>	<p>Preparation for Day 2 □</p> <ul style="list-style-type: none"> • Ask candidates to review / complete the Instructor Training Review workshop to be discussed the following morning. (<i>Course guide page 9</i>) • Assign practice session topics for Day 2. Sessions are geared towards Level 1 instructors, and the assigned topic should be a step of the <i>QuickRide</i> progression, plus a <i>Practical Teaching Skill</i> (E.g.: "<i>QuickRide Step 3 - Control, focusing on Demonstrations</i>" or "<i>QuickRide step 5 – Flow, focusing on Guest Service & Safety</i>") <p>Daily Review □</p> <ul style="list-style-type: none"> • Individually with candidates, discuss their understanding and comfort with the day's material. • Ensure that notes are recorded by the candidates (in the course guide, notebook or candidate's phone). • Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).

DAY 2	
At the end of Day 2, candidates should be familiar with the following: <ul style="list-style-type: none"> • Planning and presenting a basic instructor training session. • The <i>Advanced Competencies</i>. 	
9:00 – 11:30am	Practice Presentations: Instructor Training <ul style="list-style-type: none"> • At the completion of this session, candidates should have had the opportunity to present a short practice instructor training session to the group, and receive feedback on the presentation. Session topics were assigned at the completion of Day 1. • During sessions, have the other candidates focus on the pedagogical phases of the session: 1) Session introduction 2) Demo Lesson and 3) Session Conclusion. <i>Maximum 20 minutes.</i> • At the completion of each session, review the presentation as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info in relation to the Level 3 certification standard for this component. <i>Maximum 5 minutes.</i>
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Advanced Competencies Presentation <ul style="list-style-type: none"> • Present the technical presentation associated with this session (see <i>session outline</i>). <p><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions. Footage may be used for feedback purposes, and should be saved for future reference, if required.</i></p>
3:00 – 3:30pm	Daily Wrap-Up Session Preparation for Day 3 <ul style="list-style-type: none"> • Ask candidates to review / complete the <i>Advanced Competencies Review</i> workshop to be discussed the following morning. (<i>Course guide page 9</i>) Daily Review: Same as previous days.

DAY 3	
At the end of Day 3, candidates should be familiar with the following: <ul style="list-style-type: none"> • Skill-development tactics and approaches for refining all-mountain riding skills. • Review two of the Methods of Presentation (<i>Building Block, Whole-Part-Whole, Guided Discovery</i>) 	
9:00 – 11:30am	Advanced Skill Development Presentation <ul style="list-style-type: none"> • Present the technical presentation associated with this session (see <i>session outline</i>).
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Advanced Skill Development Presentation – Continued <ul style="list-style-type: none"> • Present the technical presentation associated with this session (see <i>session outline</i>).
3:00 – 3:30pm	Daily Wrap-Up Session Preparation for Day 4 <ul style="list-style-type: none"> • Ask candidates to review / complete the <i>Advanced Skill Development</i> workshop to be discussed the following morning. (<i>Candidate's course guide page 10</i>) Daily Review: Same as previous days.

DAY 4	
At the end of Day 4, candidates should be familiar with the following: <ul style="list-style-type: none"> • Skill-development tactics and approaches for refining all-mountain riding skills. • Structuring and presenting advanced skill development lessons. • Review of the final Method of Presentation (<i>Building Block, Whole-Part-Whole, Guided Discovery</i>) 	
9:00 – 11:30am	Advanced Skill Development Presentation – Continued from Day 3 <ul style="list-style-type: none"> • Present the technical presentation associated with this session (see session outline).
11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	Practice Teaching #1: Advanced Skill Development <ul style="list-style-type: none"> • At the completion of this session, candidates should have been exposed to the lesson planning and development process for Advanced Skill Development. • When running this practice teaching session, a number of approaches can be used: <ul style="list-style-type: none"> - Tag Team: Ask one person in the group to introduce a lesson (with a predetermined goal or outcome). At various points in the lesson, ask different members of the group to step in and take over the presentation of the lesson. - Partners: In pairs, have the group run through a short skill development cycle using the same area / terrain / run. Example: “Use this run to introduce 180’s” - Terrain Specific: Highlight specific terrain features or areas, and have the group use that terrain to develop a specific riding outcome (IE: freestyle terrain, bumps, steeps, etc.) • Lessons should be presented in outcome-based format. Examples: <ul style="list-style-type: none"> - “Help us to improve our riding in bumpy terrain.” - “Help us improve box/rail riding in the park” - “How can we improve our carving on this terrain?” • During lessons, have candidates (and group members) focus on the pedagogical points: <i>Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content.</i> • During the session, each member of the group should have had the opportunity to present something in front of the group or with a partner. It’s not necessary that each group member present a complete (start to finish) lesson.
3:00 – 3:30pm	Daily Wrap-Up Session Lesson Planning Tool Discuss the Lesson Planning Tool (<i>Course Guide page 11</i>) as a way for candidates to prepare lessons for the following day’s practice teaching session. Highlight the importance of the “Lesson Goal” portion of the lesson planning process. Ensure that a clear goal is in place that is a combination of a skill component and a real-world outcome. Examples of a lesson goal may be: <ul style="list-style-type: none"> - “Improving our carved turns on steeper terrain BY refining our <u>inclination</u> skills.” - “Help us to become better at rotations on jumps BY refining <u>rotation</u> skills.” Daily Review: Same as previous days.
DAY 5	
At the end of Day 5, candidates should be familiar with the following: <ul style="list-style-type: none"> • Structuring and presenting basic freestyle lessons. • The riding exam format during the Level 3 Exam. • Personal riding tactics for development prior to exams. 	
9:00 – 11:30am	Practice Teaching #2: Advanced Skill Development <ul style="list-style-type: none"> • At the completion of this session, candidates should have had the opportunity to present a minimum of one short lesson to the group. • The goals for this practice teaching session are to: <ul style="list-style-type: none"> - Give candidates an opportunity to present a short advanced skill development lesson, in preparation for the Level 3 exams. <i>Maximum 20 minutes.</i>

	<ul style="list-style-type: none"> - Receive feedback on teaching approaches. <i>Maximum 5 minutes.</i> - See other examples of effective lessons in other group member's practice teaching sessions. • Assigned lessons goals or outcomes should be phrased in an outcome-based format (as they relate to freestyle riding). Examples: <i>"Help us to improve our take-offs on jumps"</i> <i>"Help us to ride steeper groomed terrain"</i> <i>"Help us improve box/rail riding in the park"</i> • During lessons, have candidates (and group members) focus on the pedagogical points: <i>Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content.</i> • At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info.
11:30 → 12:30pm	LUNCH
12:30 → 3:00pm	Riding Improvement / Riding Exam Preparation At the end of the afternoon, candidates should: <ul style="list-style-type: none"> • Understand the riding standard required to successfully complete the Level 3 certification. • Have a good idea of areas for improvement that they can focus on in their own riding skills. • Understand the evaluation procedure for the Technical/Riding Evaluation on the Level 3 Exam. Presentation: <ul style="list-style-type: none"> • As a group, work through the required manoeuvres that will be evaluated on the Level 3 Exams: <ul style="list-style-type: none"> - Groomed Terrain: Medium Turns, Short & Long Radius Turns - Un-Groomed Terrain: Free run in Bumpy Terrain • Ensure that a variety of terrain features are explored (as conditions and terrain availability determine). • Throughout the session, ensure that personal feedback is given, and candidates are aware of the performance standard for each manoeuvre.
3:00 → 3:30pm	Daily Wrap-Up Session Final Comments & Review: One-on-one evaluation & review with candidate of day's understanding and demonstrations. Use the comments section of the online course marking system (CASI App) to record comments.

LEVEL 3 EXAM TO DO LIST & CONSIDERATIONS FOR DAY 1,2,3:

REGISTRATIONS AND INTRODUCTIONS

- Confirm participants' names are on the course list.
- Confirm participants' exam schedule and if they are doing the full 3 days exam or only one or two components.
- Ask if it's their first time at the exam or if they are here for a retest.
- Welcome everyone (day 1) and any new candidates (day 2 and day 3).
- Briefly introduce the course staff on day 1; and if needed again (day 2 and day 3).
- Review the exams agenda on a daily basis.
- Discuss the evaluation process.
- Address any questions from the candidates.

→ Stay positive and keep the mood fun as much as possible but also remember that as this is an exam and yet there will be stress involved and candidates will react differently to it. The big thing is to **remain as accessible as possible without compromising the seriousness of the event.**

WARM-UP PROCESS

- Do this every day of the exam, after the Registrations and Introductions.
 - Following a warm-up run, conduct a dynamic warm-up using movements such as squats, lunges, leg-swings, shoulder rolls, etc.
 - Use this time to discuss the day evaluations standards (teaching, riding, instructor training) of the Level 3 certification. See CASI evaluation tool at end of this outline, or the Evaluation section in the Course Guide (p.6).
- Depending on the make-up of the group, this process may take 2-3 runs to ensure that questions are answered, and the group is aware of the exam requirements / format.

WHEN PRESENTING COURSE RESULTS...

□

Result Presentation (at the end of each day of the exam):

1. **Let the candidates know all your comments are now or will soon be available in their member profile and that they will need to fill a feedback survey to access their results.**
2. Announce the single or dual component successes (for the candidates who are testing only one or two components and are therefore not attending the other exam days).
3. Announce the new Level 3 instructors, and hand out the pins.
4. If you feel it's necessary for the group, make yourself available for a short time (15-30 minutes maximum) to speak with the candidates if they have any questions.

□

IMPORTANT

- Avoid staying too long after you've announced the results and getting into too long explanations of the exam results.
- Try to relate all your comments about the results to the Level 3 evaluations standards.
- Encourage the candidates to read the results comments with in mind the evaluations criteria (Course Guide p. 6)
- If you haven't shared the results already at the end of day 3, **please respect the maximum 24 hours delay to share the results.**
- If a candidate finishes on day 1 or 2 of the exam, try to share their component exam results after 24 hours maximum if you can.
- **Don't forget to click on the share button** in the app when you close the event.
- Let the candidates know that if they don't understand the results or comments they can always reach out to their Regional Coordinator and the CASI staff Team will follow up (RC or Genevieve).
- Try to **avoid** giving out your personal contact information.
- When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios.
- Try to take a group photo, and email to: genevieve@casi-acms.com or post on the CASI-ACMS Facebook page. Encourage group members to "like" us on Facebook and Instagram.
- Discuss the benefits of being a CASI Level 3 member, including the ability to become a course evaluator.

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LEVEL 3 EXAM EVALUATOR'S DAILY OUTLINE

DAY 1 □ TEACHING EVALUATIONS □	
<p>Important: Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early.</p>	
8:45 □ 9:00am □	<ul style="list-style-type: none"> ❖ Daily Registrations and Introductions □ ❖ Teaching Evaluations □ Reminders to candidates: □ <ul style="list-style-type: none"> - Candidates will have approximately 30-40 minutes (maximum) each to run an advanced skill development lesson for the group. - Lessons topics are not pre-assigned. Evaluators should direct the lesson assignment by bringing the candidates at their starting point to begin their lesson in specific terrain (groomed, ungroomed, freeride or park terrain). - If necessary, the evaluator should also specify the number of students in the group. - Lessons should cater to the riding skills of the group and the day's conditions and environment. - Candidates are expected to apply a skill-development approach to their lesson, by focusing on a specific component of a skill (E.g.: stability, or angulation, or coordination). - Lessons should incorporate all of the Practical Teaching Skills (Guest Service & Safety, Communication & Lesson Structure, Demonstrations, Analysis & Improvement and Technical Content). - Following each lesson, privately ask the candidate if there is anything that they would change or like to correct from their presentation.
9:00 □ 11:30am □	<ul style="list-style-type: none"> ❖ Warm-Up Process □ ❖ Teaching Evaluations □
11:30 □ 12:30pm □	LUNCH □
12:30 □ 3:00pm □	❖ Teaching Evaluations (continued) □
3:30 □ 4:00pm □	<ul style="list-style-type: none"> ❖ Results Presentation <ul style="list-style-type: none"> ➢ For the candidates who are not participating in day 2-3.

DAY 2 □ RIDING EVALUATIONS □	
<p>Important: Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early.</p>	
8:45 □ 9:00am □	<ul style="list-style-type: none"> ❖ Daily Registrations and Introductions □ ❖ Riding Evaluations □ Exam Reminders to candidates: □ <p>Candidates should have <u>two opportunities</u> to demonstrate their advanced riding skills in the following tasks/mandatory manoeuvres:</p> <ul style="list-style-type: none"> • Groomed Terrain: Short Turns □ • Groomed Terrain: Long Turns □ • Groomed Terrain: Medium Radius Sliding Turns □ • Un-Groomed/Off-Piste: Free Run □ <p>→ When conducting the evaluations, limited coaching/feedback can be given to candidates.</p> <p>→ Try to ensure that the terrain used for the two opportunities remains consistent, if possible.</p> <p>→ Give the candidate one or half prep/warm-up run if time allows and provide at least one demo for each of the 4 tasks. Adapt the order of the mandatory manoeuvres evaluations according to the resort, the day conditions, lift lines, etc. (Maybe you will be able to stack 2 tasks in one run. Then do another run and stack the same 2 tasks again.)</p>
9:00 □ 11:30am □	<ul style="list-style-type: none"> ❖ Warm-Up Process □ ❖ Riding Evaluations □

11:30 – 12:30pm	LUNCH
12:30 – 3:00pm	❖ Riding Evaluations (continued) □
3:30 – 4:00pm	❖ Results Presentation □ ➤ For any candidates who are not participating in Day 3.

DAY 3 □ INSTRUCTOR TRAINING EVALUATIONS □			
<i>Important : Candidates can leave as soon as the assessments are completed for the day. You should not offer any additional training or preparation time, even if the day ends early. □</i>			
8:45 – 9:00am	❖ Daily Registrations and Introductions □ ❖ Instructor Training Evaluations - Exam Reminders to candidates: □ <ul style="list-style-type: none"> - Each candidate should have <u>approximately 20 minutes</u> to present his or her session (stop them at 25 minutes maximum). - Assign the session topics 5 or 10 minutes prior to the next session. It's important to leave a fairly equal amount of time to each candidate prior to starting their session. - According to the day conditions, the group the mountain you teach at, maybe you'll assign the topic before a chairlift ride, or a quick washroom break or a pause, the important thing is to be consistent/fair with this time given for preparation. - Following each session, privately ask the candidate if there is anything that they would change or like to clarify from their presentation. - In assigning session topics, combine a <i>Practical Teaching Skill</i> with a <i>QuickRide System Phase</i>. (E.g.: <i>Step 3 (Control)</i> with a focus on <i>Demonstrations</i>) - <u>Testable session topics are:</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Teaching Skills: □ <ol style="list-style-type: none"> 1. Guest Service & Safety 2. Communication & Lesson Structure 3. Demonstrations 4. Analysis & Improvement </td> <td style="width: 50%; vertical-align: top;"> QuickRide System Steps: □ <ol style="list-style-type: none"> 1. Basics 2. Sliding 3. Control 4. Turning 5. Flow </td> </tr> </table> 	Teaching Skills: □ <ol style="list-style-type: none"> 1. Guest Service & Safety 2. Communication & Lesson Structure 3. Demonstrations 4. Analysis & Improvement 	QuickRide System Steps: □ <ol style="list-style-type: none"> 1. Basics 2. Sliding 3. Control 4. Turning 5. Flow
Teaching Skills: □ <ol style="list-style-type: none"> 1. Guest Service & Safety 2. Communication & Lesson Structure 3. Demonstrations 4. Analysis & Improvement 	QuickRide System Steps: □ <ol style="list-style-type: none"> 1. Basics 2. Sliding 3. Control 4. Turning 5. Flow 		
9:00 – 11:30am	❖ Warm-Up Process □ ❖ Instructor Training Evaluations □		
11:30 – 12:30pm	LUNCH		
12:30 – 3:00pm	❖ Instructor Training Evaluations (continued) □		
3:30 – 4:00pm	❖ Results Presentation ➤ Full Exam and Instructor Training testing participants.		

TECHNICAL PRESENTATION: INSTRUCTOR TRAINING



GOALS FOR THE SESSION: □

- Review the *QuickRide System*
- Introduce candidates to basic instructor training techniques.
- Discuss the *Practical Teaching Skills* and methods for developing them.
- Explore the 3-part session format and the roles of trainer vs. instructor.

SESSION PRESENTATION: □



- Start by reviewing the QuickRide System. *Note, for some course candidates, this info may be new, and for others this will be reviews from Level 1 / 2.*
- For the duration of the AM and into the PM, Introduce the *Practical Teaching Skills*. These teaching skills are the elements that are present in any effective lesson and form the content for basic instructor training sessions.
- During the presentation of the *Practical Teaching Skills*, ensure that a number of short sample training sessions are presented for various teaching strategies. Following each session, discuss with the group the elements of the session:
 1. **Phase 1 □ Introduction:** Introduce the session and teaching skills to be highlighted.
 2. **Phase 2 □ Lesson Demonstration:** Illustrating the use of the teaching skill in a lesson scenario. Example: "*QuickRide Step 2 (Sliding), with a focus on Analysis & Improvement*"
 3. **Phase 3 □ Conclusion:** Review the important aspects of the teaching skill, and answer the question "*How will your instructors use this teaching skill in their next lesson(s)?*"

"Finish the day with a "session building" exercise: as a group, choose a teaching skill and discuss methods for creating an instructor training session based around the chosen teaching skill. □

GOALS FOR THE SESSION: □

- Review the *QuickRide System*
- Introduce candidates to basic instructor training techniques.
- Discuss the *Practical Teaching Skills* and methods for developing them.
- Explore the 3-part session format and the roles of trainer vs. instructor.

1: THE PRACTICAL TEACHING SKILLS □		
GUEST SERVICE & SAFETY		
Safe and suitable teaching terrain: <ul style="list-style-type: none">● Ability of the student● Learning stage (IACRCV) of the student in relation to the skill/manoeuvre	Positive and student-centred environment: <ul style="list-style-type: none">● Encouraging● Appropriate pace	Teaching is safe: <ul style="list-style-type: none">● Controlled environment● Small steps● Anticipate safety concerns ahead of time
COMMUNICATION & LESSON STRUCTURE		
Communicates effectively: <ul style="list-style-type: none">● Clear and concise explanations● <i>What, Why, How</i> explanations● Specific, achievable and measurable goals● Check for understanding	Effective lesson structure: <ul style="list-style-type: none">● The Training Cycle (explanation, demonstration, student trial, feedback)● <i>Building Block</i> method of presentation	

DEMONSTRATIONS		
Clearly demonstrate all relevant manoeuvres: <ul style="list-style-type: none"> • Appropriate riding level • Relates to explanations (do what you said you would do) • Repeat as needed • Demo is visible to all students <input type="checkbox"/> 		
ANALYSIS & IMPROVEMENT		
Recognize cause of student difficulty: <ul style="list-style-type: none"> • Proper vantage points (above, below, passing by) • The Analysis Sequence of Events: <ol style="list-style-type: none"> 1. Establish Ideal 2. Compare Ideal to Trial 3. Decide on Tolerance (TTPPEE) 4. Formulate a plan for improvement • Competency deficiency (effect) vs. skill deficiency (cause)...outcome vs. movements. 	Provides positive and relevant feedback: <ul style="list-style-type: none"> • PTT Format (Positive, To, Try) • Highlight positives • Formulate skill based plan for improvement • Suggest tactic or specific movement • Words and phrases to avoid. 	
TECHNICAL CONTENT		
Effectively presents technical concepts: <ul style="list-style-type: none"> • Competency/outcome focused • Skill based • Appropriate tactics/manoeuvres • Technically correct (CASI methodology) <input type="checkbox"/> 		
2: THE 3-PART SESSION FORMAT <input type="checkbox"/>		
1. INTRODUCTION: <input type="checkbox"/> <input type="checkbox"/> Introduce session and teaching skill(s) to be developed. Set-up Part 2 (identify demo lesson criteria of student, terrain, lesson goal and teaching skill being highlighted).	2. DEMO LESSON: <input type="checkbox"/> <input type="checkbox"/> - Show an example lesson highlighting the teaching skill(s) being developed. - Example: <i>Teaching QuickRide Step 1 (Basics), with a focus on Communication & Lesson Structure</i>	3. SUMMARY /CONCLUSION: <input type="checkbox"/> <input type="checkbox"/> - Review the key points from the intro, and demo lesson. - Use questions to solidify learning and apply info to other teaching situations. <input type="checkbox"/> - Highlight key skills that instructors can use in future lessons. <input type="checkbox"/>

TECHNICAL PRESENTATION: ADVANCED COMPETENCIES



GOALS FOR THE SESSION:

- Review the *Core Competencies* as they apply to novice / intermediate riding.
- Introduce the *Advanced Competencies* as outcomes of advanced riding skills in various all-mountain terrain, including groomed, un-groomed, and freestyle terrain.
- Highlight the use of the *Advanced Competencies* in generating board performance.
- The *Advanced Competencies* create a tangible “filter” through which we can analyse our students’ riding. Deficiencies in one or more of the competencies can be addressed through skill-development tactics.

COMPETENCY □	TEACHING / DISCUSSION POINTS □
<p>Strength & Flow <i>Adopting a position of strength while maintaining agility is crucial to directing the body through the turn in a fluid manner.</i></p>	<ul style="list-style-type: none"> □ ‘Strong body position’, which allows the rider to resist the forces of the turn. □ Blending all riding skills to show fluidity and power. □ Looking ahead to upcoming terrain features and planning line.
<p>Arc To Arc <i>Using the snowboard’s geometry creates forces in the turn. Round turns help direct those forces into the next turn, creating efficiency and performance.</i></p>	<ul style="list-style-type: none"> □ Edge grip above the fall line. □ Linking turns by moving COM through neutral at edge change □ Using sidecut to achieve an arc path of travel.
<p>Loading & Deflection <i>Establishing edge grip and resisting the forces of the turn creates bend in the board, which can be used to direct the rider across the slope and builds performance.</i></p>	<ul style="list-style-type: none"> □ Rider displays rhythm and rebound by releasing pressure into the next turn. □ Allowing the board to load with pressure, and using that pressure to accentuate board performance. □ Rider accelerates across the slope.
<p>Steering Versatility <i>Advanced riders are able to blend movements to allow the snowboard to slide or carve, or a range in between. Efficient steering movements create varied turn shapes and sizes.</i></p>	<ul style="list-style-type: none"> □ Selecting the appropriate amount of edge, pivot and pressure based on the intended outcome (sliding - carving). □ Increasing or decreasing edge angle to change turn size and shape. □ Using the skills of edge, pivot and pressure to manage speed (decrease or increase speed).

TECHNICAL PRESENTATION: ADVANCED SKILL DEVELOPMENT

□

GOALS FOR THE SESSION:

- Explore methods for refining students' all-mountain riding skills in groomed, un-groomed, and freestyle terrain.
- Develop the instructor's ability to plan and execute effective advanced lessons.
- Introduce and explore the *Guided Discovery* method of presentation as a tool for advanced lessons.

□

SESSION PRESENTATION NOTES:

- With three on-snow sessions to work through the info below, Evaluators should take an **"example lesson" approach** to the presentation.
- **Ensure that you present the three sample lessons included below.**
 - o Try to use a different Method of Presentation (Building Block, Whole-Part-Whole, Guided Discovery) for each of the three sample presentations, and highlight this as part of your wrap-up.
 - o At the start and finish of the sample lessons, discuss the pedagogical points that pertain to the Level 3 Teaching standard.
 - o Over the three on-snow sessions, evaluators should be able to cover each of the skills and address each skill component from the info below.
 - o **When presenting Sample Lesson #3, you may wish to allow the group to assist in building the lesson, based on the technical goals outlined in the session plan.**
- In presenting the skill components and tactics below, ensure that a variety of terrain and conditions are explored. Focus on how the skill and skill components apply to each terrain environment, based on the lesson goals.
 - o Ensure that candidates see sample lessons in each of the three terrain realms over the course of the presentation (groomed terrain, un-groomed terrain, freestyle terrain).
- The skills and tactics below are applied to help develop the *Advanced Riding Competencies*.

SKILLS	SKILL COMPONENTS	EXAMPLE TACTICS
Position & Balance	Stability Balance	<i>Flatland manoeuvres Ollies / Nollies (flatland and jumps) Adjust COM (in turn, or in air)</i>
Pivot	Rotation Counter-Rotation	<i>Garland Exercise (within arc) Fish/Roller Coaster Turns Speed Checks / Boardslides Pow Slashes</i>
Edging	Inclination Angulation	<i>Flat-base against bumps Edge platform at take-off (jumps) Spray Trees Drinks on Shoulders Grab Turns</i>
Pressure	Reactive Proactive	<i>Down-Unweighting Progression Pump Turns Dolphin Turns Popping off jumps Absorption of landings</i>
Timing & Coordination	Timing Coordination	<i>Looking ahead ("scanning") Follow the leader Trees SBX track Vary during / order of movements</i>

□

SAMPLE LESSON #1

Name: <input type="checkbox"/>	Time: <input type="checkbox"/>
Snow Conditions: <input type="checkbox"/>	Number of Students: <input type="checkbox"/>
Student Level: Advanced <input type="checkbox"/>	Terrain: Groomed, to bumpy. <input type="checkbox"/>
Competency & Lesson Goal: Introducing Down-Unweighting <input type="checkbox"/>	
Advanced Competency: Strength & Flow Down-unweighting is a tool to allow advanced riders to more effectively deal with terrain challenges in a freeriding environment. For this lesson, we will look at the movements involved, and its use as a means of adding fluidity and flow to riding in bumpy terrain. <input type="checkbox"/>	
Skill Focus: <input type="checkbox"/> Position & Balance <input type="checkbox"/> Pivot <input type="checkbox"/> Edging <input checked="" type="checkbox"/> Pressure <input type="checkbox"/> Timing & Coordination <input type="checkbox"/>	
Skill Component, Skill Goal or Movement Focus: <input type="checkbox"/> Active Pressure movements allow us to experiment with both creating and also releasing pressure as we encounter challenging bumpy terrain. <input type="checkbox"/>	
Method (s) of Presentation: <input type="checkbox"/> X Building Block <input type="checkbox"/> Whole-Part-Whole <input type="checkbox"/> Guided Disc. <input type="checkbox"/>	
Drills, Tactics, Exercises: <input type="checkbox"/>	
S.A.F.E. progression to down-unweighting: <ul style="list-style-type: none"> a) Start low, and move up rapidly (up-unweighting) vs. start tall, and move down rapidly (down-unweighting). b) Linked sideslipping with edge change at low position. c) Sliding turns in groomed terrain with edge change at low position. d) Sliding turns in bumpy terrain – time edge change at top of bump with flexion movements in legs/hips. *Retract legs at edge change (release pressure), and push through turns to create pressure. NOTE: Be brief; this is an introduction. Improvement and movement development will come from experimentation thereafter.	
Analysis & Improvement (points to look for): <input type="checkbox"/>	
<ul style="list-style-type: none"> - Reversed timing – riders should be encouraged to retract legs (get low) before edge change. - Riders should extend legs through the turn, to keep the snowboard in contact with the snow. 	
Questions: <input type="checkbox"/>	
"Can you feel the difference between up and down-unweighting movements, as it relates to pressure?"	
"Where can we use this movement on the mountain?"	
"Do you think this can aid our ability to ride fluidly (with more flow) in bumps?"	
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SAMPLE LESSON #2

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed
Competency & Lesson Goal: Developing turn shape for board performance Advanced Competency: Arc-To-Arc	
<i>Advanced riding requires us to create a round turn shape, as a means of deforming (bending) the board above the fall-line, adding board performance to our riding.</i>	
Skill Focus: <input type="checkbox"/> Position & Balance <input type="checkbox"/> Pivot <input checked="" type="checkbox"/> Edging <input type="checkbox"/> Pressure <input type="checkbox"/> Timing & Coordination	
Skill Component, Skill Goal or Movement Focus: <i>Edging (Inclination): The goal will be to establish edge grip above the fall-line, by using inclination (leaning) moves early in the turn. This will help the snowboard to grip the snow creating a bend in the snowboard.</i>	
Method (s) of Presentation: <input type="checkbox"/> Building Block <input type="checkbox"/> Whole-Part-Whole <input checked="" type="checkbox"/> Guided Disc.	
Drills, Tactics, Exercises: <i>Following a Guided Discovery approach of setting up the "challenge", to create edge grip above the fall line, and encouraging students to work towards achieving this with the guidance of the instructor:</i> <ul style="list-style-type: none">- "Inverse Traverse" (discuss different movements that can create the traverse on the downhill edge).- "Tipping" sensation at start of turn, to focus on inclination before angulation.- The role of the ankles in establishing grip, as the COM tips downhill.	
Analysis & Improvement (points to look for): <i>Watch for riders using a down-unweighted move, creating too much flexion at or before the edge change. Ensure that the vertical position stays neutral at the edge change, and riders focus on maintaining their path of travel across the slope through the edge change.</i>	
Questions: <i>"What body parts or joints can you feel assisting in this?" "Can we apply this movement in various turns, sizes and shapes? Sliding vs. carving, large vs. small" (Hint: YES!)</i>	

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SAMPLE LESSON #3

Name: <input type="checkbox"/>	Time: <input type="checkbox"/>
Snow Conditions: <input type="checkbox"/>	Number of Students: <input type="checkbox"/>
Student Level: Advanced <input type="checkbox"/>	Terrain: Groomed + Freestyle <input type="checkbox"/>
Competency & Lesson Goal: Using counter-rotation movements in our freestyle riding. <input type="checkbox"/> <i>Advanced Competency: Steering Versatility</i>	
<i>Advanced riders can use counter-rotation movements to help create versatility in their riding, unlocking both new tricks as well as new tools outside of the park</i> <input type="checkbox"/>	
Skill Focus: <input type="checkbox"/> Position & Balance <input type="checkbox"/> X Pivot <input type="checkbox"/> Edging <input type="checkbox"/> Pressure <input type="checkbox"/> Timing & Coordination <input type="checkbox"/>	
Skill Component, Skill Goal or Movement Focus: <input type="checkbox"/> <i>Pivot (Counter-Rotation): The goal is to experiment with counter-rotational movements to assist in adding versatility to our "bag of tricks". Work with students to individualize tricks based on ability level.</i> <input type="checkbox"/>	
Method (s) of Presentation: <input type="checkbox"/> Building Block <input type="checkbox"/> X Whole-Part-Whole <input type="checkbox"/> Guided Disc. <input type="checkbox"/>	
Drills, Tactics, Exercises: <input type="checkbox"/> <i>'Buttered Pretzels' - While sliding on snow do a nose blunted shifty, rotate 270 in the opposite direction and ride out clean. Repeat switch and other directions as suited to students.</i> <ul style="list-style-type: none">- <i>Key concept: Head and shoulders lead rotation, hips and lower extremities help stall/accelerate the spin. Extending one leg more than the other helps to accentuate counter rotation and creates additional rotational tension.</i>- <i>Apply concepts through a variety of tricks in and outside of the terrain park. Shifties, tweaked grabs, board slides & lip slides, shifty to late 180 rewind etc...</i>- <i>Goal: Learn about steering speed and power created through separation.</i>- <i>Follow-Up: Tree or mogul riding, using smaller versions of similar moves to be more adaptable and ride faster.</i>	
Analysis & Improvement (points to look for): <input type="checkbox"/> <i>Watch for stiff torso and lack of rotation between hips and shoulders. Students should be able to vary vertical position and create a counter rotated movement with various pivot points as weight is transferred fore/aft. In the Buttered Pretzel exercise a pressed snowboard has less snow contact, rotates easier and looks better.</i>	
Questions: <input type="checkbox"/> <i>Where should counter-rotation be created?</i> <i>How can we accentuate the movement for maximum tweak? (flex and extend extremities... twist, poke, hold...)</i> <i>What tricks can you do now? How can we use this movement to learn something new?</i> <i>How can you apply this outside the park? (think similar, but smaller moves; it's not just speed checks)</i>	

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CASI LEVEL 3 EVALUATION TOOL: TEACHING

GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Lesson is not presented in a confident and / or enthusiastic manner.

Meets Standard

- Always chooses safe & suitable terrain
- Lesson environment is always positive, safe, and student-centred
- Consistently shows confident, effective & enthusiastic leadership

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block, whole-part-whole, or guided discovery format.

Meets Standard

- Communication effectively
- Technical terms are simply explained
- Effective lesson structure

DEMONSTRATIONS:

Below Standard

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.
- Analysis viewpoints are not used effectively

Meets Standard

- Always recognizes primary causes of student difficulty
- Provides positive and relevant feedback in relation to analysis points
- Consistently uses effective analysis viewpoints
- Consistently provides simple, actionable feedback

TECHNICAL CONTENT:

Below Standard

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard

- All technical concepts are presented effectively and are technically correct

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CASI LEVEL 3 EVALUATION TOOL: INSTRUCTOR TRAINING □

PHASE 1 / SESSION INTRODUCTION: □

Below Standard □

- Session goal is not established, or is unclear.
- Teaching Skill is not clearly introduced.
- Does not set-up phase 2 of the session.

Meets Standard □

- Session goal introduced clearly
- Teaching Skill explained clearly
- Demo lesson phase introduced effectively

PHASE 2 / DEMO LESSON □

Below Standard □

- Terrain inappropriate or unsafe for chosen demo lesson.
- Teaching is unsafe and not student-centred.
- Explanations are unclear or not presented in a positive manner.
- Lesson is not structured in an effective way (progression or building block format).
- Lesson does not clearly illustrate the chosen teaching skill.
- Demonstrations are not effective and don't inspire confidence.
- Feedback is not presented, or is not clearly communicated positively.
- Lesson is not technically correct.

Meets Standard □

- Consistently chooses safe & suitable terrain
- Always works to create a positive & student-centred environment
- Communication is clear
- Lesson is structured in an effective way
- Lesson effectively demonstrates the assigned Teaching Skill
- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations
- Provides positive & relevant feedback to students specific to analysis points
- All technical concepts are presented effectively, and are technically correct

PHASE 3 / SESSION CONCLUSION: □

Below Standard □

- Does not review the session goals outlined at start.
- Questions are not used, or are not used effectively.
- Does not summarise the learning outcomes.
- Role changes are non-existent or unclear.

Meets Standard □

- Reviews session goals
- Clearly summarizes teaching skill outcomes
- Effectively uses questions to summarize learning
- Clear role changes (trainer / instructor)

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CASI LEVEL 3 EVALUATION TOOL: RIDING □

Successful Level 3 Candidates should... □

- Rides consistently on advanced terrain (groomed, un-groomed and freestyle terrain) at adequate speeds.
- Displays refinement of the three Core Riding Competencies, in varied and advanced terrain.
- Displays consolidation of the Advanced Riding Competencies.
- Adjusts skills to provide technically sound demonstrations, which are easy to copy.

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PISTE/GROOMED TERRAIN (SHORT AND LONG TURNS) □

Below Standard □

- Does not create pressure in the board by balancing against turning forces (mass inside the arc).
- Fails to regulate pressure and maintain board-snow contact through flexion/extension of lower joints.
- Cannot adjust movements to achieve sliding or carved turns in relation to snow condition or slope.
- Does not use the lower body effectively to achieve a variety of turn shapes and sizes (long to short).
- Momentum is not linked between turns, failing to control and redirect the snowboard.

Meets Standard □

- Creates pressure in the board by balancing against turning forces (mass inside the arc).
- Regulates pressure and maintains board-snow contact through flexion/extension of lower joints.
- Can adjust movements to achieve sliding or carved turns.
- Uses lower body to achieve a variety of turn shapes and sizes (long and short).
- Carries momentum between turns, controlling and re-directing the snowboard.

OFF-PISTE/UN-GROOMED TERRAIN (FREE RUN - SHORT TURNS) □

Below Standard □

- Does not regulate pressure to maintain board-snow contact through flexion and extension movements in bumpy terrain.
- Chooses inefficient lines in varied terrain.
- Does not adjust body position as terrain dictates.
- Movements are not adjusted in relation to terrain features.
- Displays an inconsistent use of pressure control and steering skills in this terrain.

Meets Standard □

- Regulates pressure and maintains board-snow contact through flexion and extension movements in bumpy terrain.
- Chooses effective lines in varied terrain.
- Adjusts body position as terrain dictates.
- Adjusts movements to terrain features.
- Displays a consistently refined use of pressure control and steering skills.

MEDIUM RADIUS SLIDING TURNS (FORWARD & SWITCH) □

Below Standard □

- Does not demonstrate Core Riding Competencies in both forward and switch directions.
- Movements are not fluid.
- Transition from forward to switch is not smooth.
- Does not distribute pressure effectively to establish round turn shape.
- Board performance is not catered to intermediate level (either too high or too low).
- Speed is not in the intermediate range (too slow or too fast).

Meets Standard □

- Demonstrates Core Riding Competencies in both forward and switch directions consistently.
- Movements are generally fluid.
- Transition from forward to switch is somewhat smooth.
- Distributes pressure effectively to establish round turn shape consistently.
- Speeds are in the intermediate range.

MANDATORY MANOEUVRES □

- Large Turns (Groomed Blue Terrain) - 7-10 M CW
- Short Turns (Groomed Black Terrain) - 3-4 M CW
- Free Run (Blue/ Black ungroomed Terrain) - 3-6 M CW
- Medium Turns – Forward & Switch (Groomed Black Terrain) - 4-6 M CW

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PARK 1 EVALUATOR'S DAILY OUTLINE

DAY 1	
8:30 □ – □ 9:00am □	<p>Registration □</p> <ul style="list-style-type: none"> Confirm participants' names are on the course list in the CASI app and indicate absence if there is any. <p>Introductions □</p> <ul style="list-style-type: none"> Briefly introduce the course staff. Review the course agenda and description. Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. Discuss re-test situations. Review the Park 1 riding and teaching standards. <p>★ Address any questions from candidates.</p>
9:00 □ – □ 12:00pm □ □ □ □ □ □ □ □	<p>Warm-Up Process □</p> <ul style="list-style-type: none"> Following a warm-up run, conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. Use this time to ensure that candidates' equipment is set up properly and safely. Discuss equipment considerations in freestyle / terrain park riding. During a warm-up run, discuss the <i>Safety & Park Etiquette</i> points outlined in the technical presentation (page 6). <p>Technical Presentation: <u>The Core Competencies in Freestyle Snowboarding</u> □</p> <ul style="list-style-type: none"> Present this session as outlined in the technical presentation (see page 6). <p>★ Refer to the workshop of the same title throughout this session; make sure they've completed it or will complete it before the end of the course. Address any questions from the candidates.</p> <p>★ Make sure to assess riding for each candidate. □</p>
12:00 □ – □ 1:00pm □	LUNCH
1:00 □ – □ 3:30pm □	<p>Technical Presentation: <u>Teaching The Freestyle Fundamentals</u></p> <ul style="list-style-type: none"> Present this session as outlined in the technical presentation (see page 8). <p>★ Time-wise, the <i>Approach and Take Off</i> section should be taught in a warm-up lesson.</p>
3:30 □ – □ 4:00pm □	<p>Daily Review □</p> <ul style="list-style-type: none"> Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. Ensure that candidates record notes. Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).
DAY 2	
9:00 □ – □ 9:30am □ □ □	<p>Day 2 Intro □</p> <ul style="list-style-type: none"> Review the course agenda for the day. Address any questions candidates might have.
9:30 □ – □ 12:00pm □	<ul style="list-style-type: none"> Warm-Up Run(s) and park scoping run. Remind candidates about <i>Safety & Park Etiquette</i> discussions info from Day 1. <p>Technical Presentation: <u>Teaching The Freestyle Fundamentals (Continued)</u></p> <ul style="list-style-type: none"> Continue the presentation of this session as outlined in the technical presentation (see page 8). □
12:00 □ – □ 1:00pm □	LUNCH
1:00 □ – □ 3:30pm □	<p>Technical Presentation: <u>Teaching Beyond the Fundamentals (Progression Building)</u></p>

	<ul style="list-style-type: none"> • Present this session as outlined in the technical presentation (see page 10). ★ Refer to the workshop "Progression Building" throughout this session; make sure they've completed it or will complete it before the end of the course. Address any questions from the candidates.
3:30 → 4:30pm □	<p>COURSE RESULTS □</p> <ul style="list-style-type: none"> • Try to take a group photo, and email to: <i>genevieve@casi-acms.com</i>, or post on social media channels and tag CASI-ACMS. • Encourage group members to "like" us on Facebook and Instagram. <p>PRESENTING COURSE RESULTS □</p> <p>The suggested method for course results is:</p> <ol style="list-style-type: none"> 1. Announce the partial passes (teaching or riding component) and hand out the results envelope to those individuals. 2. Announce the full passes (new Park 1 instructors), and hand out the envelopes. 3. Hand out any remaining envelopes to those who did not complete either component. 4. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <ul style="list-style-type: none"> ★ When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios. ★ It may be suitable to announce results as a group, and hand out evaluation forms, pins, certificates, etc. ★ In other groups, you may wish to individually meet with each group member to discuss the course results (particularly if the pass rate is low). USE YOUR DISCRETION.

TECHNICAL PRESENTATION

THE CORE COMPETENCIES IN FREESTYLE SNOWBOARDING

- The goal of this session is to review the *Core Competencies* (from the Level 1 and 2 Instructor courses) and to apply these in basic freestyle snowboarding techniques.
- Students will have the opportunity to demonstrate some of the mandatory manoeuvres.
- At the completion of this session, candidates should:
 - a. Understand safety aspects of teaching novice students in the terrain park.
 - b. Be familiar with the Core Competencies, and their role in freestyle snowboarding.
 - c. Understand how to use the Core Competencies to assess students' skill level for safe introduction to freestyle skills.
 - d. Have an understanding of the riding standard for the Park 1 Instructor course.

Evaluator's notes

- ★ During the warm-up, start by highlighting the safety aspects of riding in the terrain park including safety and etiquette.
- ★ Ensure that candidates are receiving feedback on their personal riding skills as part of this presentation.
- ★ Use a variety of instructional approaches in presenting this session.

1. TERRAIN PARK SAFETY & ETIQUETTE	<p>Discussion Points:</p> <ul style="list-style-type: none"> → The Alpine Responsibility Code (review) → "Smart Style" Freestyle Terrain classification (orange oval: S,M,L) → The use of spotters on jumps and hand signals → ("O" for jump open, "X" for jump not open) → How to move safely through park terrain. → Warm-up / park familiarity runs → Using "stop zones" to stop safely out of the flow of traffic; avoiding "spill zones" below jumps → Calling drop-ins and merging.
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COMPETENCY:☐	CANDIDATES SHOULD DEMONSTRATE☐	TACTICS☐
CENTRED & MOBILE POSITION ☐	Goals: <ul style="list-style-type: none"> • Neutral, centred and ready position. • Mobility, comfort, and strength in various positions (centred, fore/aft, tall/short, etc). • Limit twisted or bent postures to identify limits of movement within a greater range. 	Switch Riding ☐ <ul style="list-style-type: none"> • In varied terrain to challenge balance and maintenance of a neutral, centred and ready position. Intro to Airs ☐ <ul style="list-style-type: none"> • Explore "centred" body position☐ in basic airs (various planes of balance). Intro to Presses ☐ <ul style="list-style-type: none"> • Butter.Yoga Shift BOS over one foot at a time (with a focus on returning to centre).
TURNING WITH THE LOWER BODY ☐	The role of the hips, knees and feet in rotations. ☐☐ Goals: ☐ <ul style="list-style-type: none"> • Efficient direction control towards targets or features in the fall-line. • Efficient control of speed : <ul style="list-style-type: none"> • Proper speed checks • Counter-rotation/ lower body rotation • Balance in general rotations. ★ Use of lower body steering will allow for rotational separation required for spins and more complex manoeuvres.	Introduce ☐ <ul style="list-style-type: none"> • Try some speed-checks on easy terrain. Add challenge ☐ <ul style="list-style-type: none"> • Perform manoeuvres in between speed-checks : ollies, hops, etc. • Speed-check in specific spots : not in straight line, close together, etc. Fine-tuned direction control in the fall-line and speed judgement ☐ <ul style="list-style-type: none"> • Speed-checks outside of the park : set up a follow-the-leader challenge or obstacle course. Exploratory TACTICS ☐ <ul style="list-style-type: none"> • Butter Pretzels • Butter Slash • Revert slashes or carves • Cat track 180's
BALANCE ALONG THE WORKING EDGE ☐	Goals: <ul style="list-style-type: none"> • Use of edge grip to achieve control in freestyle manoeuvres. • Balance inclination with angulation. • Use of knees and ankles to create a "platform". • Riders should equally blend inclination and angulation to pop or jump when desired. ★ More edge does not equal more grip! Use of a flatter board ("just enough edge") for a stronger platform (COM over BOS).	Carving ☐ <ul style="list-style-type: none"> • Discuss travelling straight with control. (Use of slight edging to create open arcs). Flat base ☐ <ul style="list-style-type: none"> • Discuss gaining or maintaining speed. Strong platform ☐ <ul style="list-style-type: none"> • Discuss lower leg tension/strength (ankles) advantages. Exploratory TACTICS ☐ <ul style="list-style-type: none"> • Sidecut turns • Flat-base riding; through turns or in challenging locations. • Hops between turns, within turns, and at edge changes.

TECHNICAL PRESENTATION: THE FREESTYLE FUNDAMENTALS

□ **The goal of this session is to introduce instructors to the fundamental movements and skills for freestyle/park snowboarding.** □

At the end of this session, candidates should:

- Understand the fundamental skills and movements for introducing snowboarders to freestyle/park snowboarding.
- Be familiar with structuring a lesson in a Building Block format to introduce these skills.

□ **Evaluator's notes** □

Presentation of the material should be completed in a 3-part instructor-training format: □

1. **Introduce the fundamental (or teaching goal)** and highlight the specific details associated with it, as well as outcomes to work towards.
2. **Present a short example lesson of that fundamental** using the group as the "students". Ensure that the demo lesson is simple and can be copied by the candidates. Try to separate the "need to knows" from the "good to knows". Stick to the essential info.
3. **Wrap-up and review the example lesson**, drawing attention to the Practical Teaching Skills that were included: *Guest Service & Safety, Communication & Lesson Structure, Demos, Analysis & Improvement and Technical Content.*

★ Practices teaching

- Immediately following the wrap-up, have candidates briefly practising that same teaching outcome to each other
- In smaller groups of 2-4 people.
- Allow only 5-10 minutes per lesson.
- This step will allow the group to begin to teach the info as they just saw it presented by the Evaluator.

- ★ **Don't expect perfection at this stage;** rather encourage the group to simply get comfortable with the explanations, terminology, and demonstrations.

FUNDAMENTALS □	KEY POINTS □	SUGGESTED PROGRESSION □
APPROACH AND TAKE-OFF □	<ul style="list-style-type: none"> → Establishing a flat base. → Body position (to maintain flat base). → Speed Checks 	<ol style="list-style-type: none"> 1. Comfortably riding past all features at appropriate speeds (using speed-checks and turns in appropriate spots). 2. Practice judging where to drop-in from (i.e.: a little bit higher in elevation than top of the lip). 3. Practice stopping between features safely and merging back in safely. <p>★ <i>All of the above should first be done 'beside' features/active lanes before moving into active lanes and on features.</i></p> <p>★ <i>Focus on appropriate body position throughout.</i></p>
BUTTERS AND FLATLAND TRICKS □	→ Adjusting the neutral position to achieve a flatland trick (shifting BOS over one foot at a time).	<ol style="list-style-type: none"> 1. "Butter Yoga" (stationary butters) 2. Nose/tail presses 3. Rotations 4. Ollie or hop in to press 5. Sideways presses (boardslides on snow at 90 degrees) 6. Create variation!

<p>JUMPING / GETTING AIR</p> <p>☐</p> <p>☐</p> <p>★ Evaluator's notes:☐ Coasting should be used only when the terrain is appropriate and sometimes Pop is better to be done before Coasting.</p> <p>☐</p>	<p>→ Coast☐</p> <p>☐</p> <p>★ <i>This requires a physical effort to resist transition forces (no change in leg length) at take-off.</i></p> <p>→ Pop☐</p> <p>★ <i>Timing is a key skill – to gradually push the board into the entire take-off, and ensure the duration of the extension is effective and efficient.</i></p> <p>→ Ollie☐</p> <p>★ <i>Speed and pop should be blended to land in desired transition.</i></p>	<p>1. Coast: Riding off of terrain features → The rider gets air through changes in terrain</p> <p>2. Pop: Riders push slightly with both legs throughout the take off (gradually from transition to lip). Rider still gets air mainly from the terrain feature, but controls and adds to (as needed) that with an efficient physical effort. → Static hops → Hops at slow speed → Hops over small marks in the snow → Hops over simple terrain features → Popping off terrain features</p> <p>3. Ollie: Riders get air through pressure build and release in the snowboard: → Static Ollies: Experiment with moving the body vs. moving the board, loading the tail (Timing). → Moving Ollies: Flat base and off edge. → Ollies with terrain features: Small bumps, jumps, etc.</p>
<p>INTRO TO BOXES AND RAILS</p>	<p>→ Safety and progression to introduce riders to boxes and rails.</p>	<p>1. Flat-based riding → on flat terrain. *Review approach from above.</p> <p>2. Flat-based → on rail-like target *Draw track/box in snow, bamboo poles, etc.)</p> <p>3. Board off → observe board on box *Exploration of frictionless surfaces (need for zero edge angle).</p> <p>4. Hands-on assistance → on a flat, surface-level box. *Instructor assistance at slow speed only if required (not all students will require this).</p> <p>5. 50-50's → on boxes or beginner rails.</p>

PARK FEATURES SIZES AND EXPECTATIONS ☐

Airs and rotations:☐

- Candidates must be comfortable on Small (S) step-over or table top jumps up to approximately 2 to 3 metres or 6 to 9 feet range length from the lip of the jump to the knuckle of the landing.

Boxes and rails:☐

- Candidates can 50-50 a ride on box with a length of 3-5 Metres.
- ★ Entry level features (Small) in the park are **mainly** used during the course. However, at times, candidates can also expect to ride other sizes and park features types according to their actual sizing and construction. For example:
- Ride on Medium box/rail or Medium jumps that could be rated Small somewhere else.
 - Pop on a Small box/rail (if no ride on is available)

TECHNICAL PRESENTATION: □

TEACHING BEYOND THE FUNDAMENTALS (PROGRESSION BUILDING)

- The goal of this session is to build on the Freestyle Fundamentals to effectively create Building Block progressions* to teach basic tricks (such as more complex flatland tricks, 180's, airs with grabs, shifty's / boardslides).
- A secondary goal of the session is to provide candidates with personal feedback and challenges on their riding skills.
- This session will provide a preview of the Park 2 course focus of teaching more complex tricks, manoeuvres, and features.

*Note: The difference between maneuver-based progressions and terrain-based progressions.

- Run this session in a workshop style, demonstrating multiple effective progressions building off the Freestyle Fundamentals.
- Allow and encourage candidates to input ideas and bits of teaching where appropriate.
- This session should be structured to allow for mileage with manoeuvres and provide candidates with opportunity to lead the group while developing practical teaching skills.

1. □ Jumping □

- a. □ Example 1: Progress to straight air – seated static/static hop (board on or off), hop and lift legs then try to GRAB! □
- b. □ Example 2: Straight airs with different grabs and shifties

2. □ Rotations □

- a. Example 1: Static, sliding (cross hill/fall line), hopping (cross hill/fall line), fall line w/ timing, simple features.
- b. Example 2: 180's both directions off small park jump

- ★ Make sure to adapt this progression to the group. Some might need to work on more 180's progressions and some should probably start working towards the 360's.

3. □ Boxes/Rails □

- a. Example 1: Board slides to regular or switch.
- b. Example 2: Nose press/tail press

- ★ Draw attention to the *Practical Teaching Skills* in the presentation lessons:

- Guest Service & Safety
- Communication & Lesson Structure
- Demonstrations
- Analysis & Improvement
- Technical Content

- ★ Use the *Practical Teaching Skills* to provide feedback following each lesson, as well as strategies to improve the lessons.
- ★ Ensure candidates understand the 'timeline' that they should be introducing new freestyle skills within.
- ★ Review the Core Competencies' role as a tool for judging when to move forward.
- ★ Comfort, strength and fun should all be being achieved CONSISTENTLY with the current manoeuvre before moving on to new manoeuvres or more challenging features.

□
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□

PARK 1 EVALUATION TOOL: TEACHING COMPONENT
GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic
- Lesson is not presented in a positive, student-centred manner
- Safety is not a focus of the lesson, or students are not kept in a safe environment

Meets Standard

- Consistently chooses safe & suitable terrain
- Always works to create a positive & student-centred environment
- Teaching is safety-focused at all times

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood)
- The lesson is not presented in an effective building block or progression-based format

Meets Standard

- Communication is clear most of the time (what, why and how)
- Clear progression lesson structure (building-block)

DEMONSTRATIONS:

Below Standard

- Does not effectively use demonstrations
- Demonstrations do not inspire confidence and/or are not performed in a technically correct fashion

Meets Standard

- Effective use of demonstrations
- Confidence inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement and lacks an individual focus
- Feedback is not positive and/or relevant to student trials

Meets Standard

- Recognizes primary causes of student difficulty
- Provides positive & relevant feedback to students specific to analysis points

TECHNICAL CONTENT:

Below Standard

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard

- All technical concepts are presented effectively and are technically correct.

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PARK 1 EVALUATION TOOL: RIDING COMPONENT

1: CENTRED & MOBILE POSITION

Below Standard

- Does not demonstrate ability to centre weight equally over both feet in appropriate park/freestyle terrain
- Is unable to maintain rotational alignment (shoulders, hips, knees, feet) terrain, conditions and features relative to the Park 1 standard
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body in terrain, conditions and features relative to the Park 1 standard (small features)
- Does not maintain downhill momentum while demonstrating air with rotations

Meets Standard

- Weight consistently centred over feet equally
- Maintains rotational alignment during most turns / manoeuvres
- Maintains uniform flexion in joints in freestyle terrain / manoeuvres
- Maintains downhill momentum while demonstrating air with rotations

2: TURNING WITH THE LOWER BODY

Below Standard

- Does not effectively initiate rotations and control direction in the snowboard
- Does not control speed properly
- Does not show balance in rotational manoeuvres
- Does not use turn shape to assist in trick execution and ride out in the new direction on landings

Meets Standard

- Effectively initiate rotation and control direction in the snowboard consistently
- Effective speed control
- Shows balance in rotational manoeuvres
- Uses turn shape to assist in trick execution and ride out in the new direction on landings

3: BALANCE ALONG THE WORKING EDGE

Below Standard

- Does not use inclination (leaning) and/or angulation (bending) to create grip at take-offs and landings.
- Edge grip is not consolidated or consistently used.
- Does not show consolidation in the ability to consistently maintain the COM over the edge in varied park features and freestyle manoeuvres.
- Can't use inclination and angulation to vary edge angle relative to the feature or manoeuvre.
- Does not stop rotations on landing through use of edging

Meets Standard

- Consistently uses inclination and angulation to create grip at take-offs and landings.
- Can use inclination and angulation to vary edge angle relative to the feature or manoeuvre.
- Manages to stop rotations on landing through use of edging
- Ability (consolidation) to maintain COM over the edge in varied features or freestyle manoeuvres

MANDATORY MANOEUVRES

- | | |
|--|---|
| <ul style="list-style-type: none">• Ollie• Nose and Tail Press w/variation• 50-50 w/ variation | <ul style="list-style-type: none">• Straight Airs w/ variation• Air 180 Frontside• Air 180 Backside |
|--|---|

SHORT LIST OF COURSE ADMINISTRATIVE TASKS

START OF THE COURSE

- Check for any messages from Regional Coordinator
- Confirm attendance. Report no-shows or absences to the RC
- Confirm candidate contact information (email, mailing address, phone)
- Confirm daily meeting point

END OF THE COURSE

- Finalize results of the course in the CASI application
- "Share" results with candidates in the CASI application (hit the share button)
- "Close" the course in the CASI application
- Count and collect remaining course materials
- Complete the packing slip and return it to the correct person
- Complete the Rookie Report (if applicable)
- Complete the Mentor Report (if applicable)
- Return the course kit by mail within 3 days - Keep the receipt
- Invoice - Make a single PDF with Invoice on the first page and expense receipts following